

THE REVIEW

Vol. 58 — No. 39 Montreal, Friday, November 22nd 1968, three cents.



FACULTY ACCEPTS OFFER FROM POLISCI STUDENTS

The offer was a large all-dressed pizza, and the faculty accepted it (as shown) as it met in closed session. For story, see page 3. For comment and faculty statement, see pages 4 and 5.

SEE THIS BUTTON?



If you do, tell the gentleman who is wearing it all about your housing problems. He will take down your complaint and tell the Board of Governors. See page 9.



Women's condition —part 2

*see
the Review
page 7.*

*For
Hawker
Siddeley
ad, see
page 6*



WHAT IT USED TO SAY

The change in UGEO

see the Review p. 4-5



WHAT IT SAYS NOW

today

NEWMAN CENTER: Supper at 6:00 pm. Leave for retreat weekend at 7:00 pm 3484 Peel.

OLD MCGILL: 1969 graduates, photos for Old McGill by appointments Union B 44 Nov. 18-29 only. 875-5510.

INT'L SOCIETY FOR KRISHNA CONSCIOUSNESS: Chanting (Yoga of Ecstasy) Lecture: Science of the Real Self 7 pm 3720 Park.

PRE-MED SOCIETY: Film festival: "Chromosomes and Human Pathology" 1:00 pm. S 1/4.

GERMAN LITERARY FILM WEEK: Film: "Wallenstein" 8:30 pm Med bldg. R.P. Howard Theatre.

PLAYERS CLUB: Auditions for "Everyman" - a medieval morality play 3-5 pm. B 23. Union.

CANADA HOUSE PRESS: Publicity Committee for Sarna's "The Singsong", 10 am. Union.

MCGILL FILM SOCIETY: Serie d'essai: "The Blacks" "The Defiant Ones" "Dutchman" "Malcolm X" & "A time For Burning" 8 pm L132.

YELLOW DOOR COFFEE HOUSE: Penny Lang 8:30 nightly, 3625 Aylmer.

C.U.S.: Executive meeting 1 pm Union 412.

SANDWICH THEATRE "Tottel's Miscellany" - Revue, a collection of pre-Raphaelite bric-a-brac. 1 pm, Union theatre free.

ARMENIAN STUDENTS' CLUB: Bowling party at Park Lane 9:30 pm.

THE PRISON SINGERS: Practice for Sopranos, altos, tenors and basses. Any new members, especially tenors and basses, welcome. 5-6:30 pm, Union 307.

W.A.A. SQUASH: Intramural Tournament Wed. Nov. 27. 7 pm. Sign up at Currie Gym or R.V.C., deadline 12 pm Tues, Nov. 26.

INTERNATIONAL FESTIVAL DANCE: wanted-decoration workers B 41, afternoon.

CAMERA CLUB: Darkroom instructions 4 pm in darkroom (B 10).

WEST INDIAN SOCIETY: Weekly meeting. Lecture on CARIFTA by Mark Segal. 7:30 pm, Union B23 & 24.

STUDENT FACULTY COMMITTEE: Invites you to participate in a discussion with militant CEGEP students on the struggle and demands 12 pm. B26-27 Union.

AGEF: Brief meeting of all French students any course, any year, 1 pm, Union 111.

MCGILL HELLENIC CLUB: Political Committee Meeting 7 pm. B 26 open.

PROGRESSIVE CONSERVATIVE ASSOCIATION: Tory JFK? Pat Nowlan, M.P. 1 pm, Union 123.

ITALIAN SOCIETY: Supper at 6:30 pm, Cost 1.25. Dance-entertainment 50c in Ballroom.

CYCOM: Classes - beginners' Fortran E 279 BAP E 406 1 pm.

SANDWICH THEATRE AUDITION: "No-Exit" Today only 4-6 pm, B 26-27.

SATURDAY NOV. 23

INT'L SOCIETY FOR KRISHNA CONSCIOUSNESS: Discussion on "Easy Journey to Other Planets", by A.C. Bhaktivedanta swami-booklet available. 7 am-10 pm. Radha-Krishna Temple 3720 Park.

FIGURE SKATING CLUB: 10-12 am. Winter Stadium.

MCGILL FILM SOCIETY "Citizen Kane", Orson Welles classic PSCA 3:30 pm.

LITTLE MARY SUNSHINE: Run thru- company Union theatre 1:30 pm.

MCGILL CHINESE STUDENT SOCIETY: meeting of Mandarin class B 23-24 12 pm.

MCGILL CHINESE STUDENTS' SOCIETY: Choral practice - Chinese and western folk-and-art songs RVC Rm. 12 10:30 am - 12 pm.

PRE-MED SOCIETY

Film series presentation

"CHROMOSOMES AND HUMAN PATHOLOGY"

Today 1 pm S 1/4

Attention graduating students

As a medium of advertising, we are offering you one 8 x 10 portrait, regularly priced at 8.95.

for only 1.95

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PLEASE BRING THIS ADVERTISEMENT WITH YOU

Geraldine Carpenter

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YELLOW DOOR COFFEE HOUSE: Penny Lang 3625 Aylmer 8:30 nightly.

SUNDAY, NOV. 24

NEWMAN CENTER: Mass at Newman: 10 am, 7:15 pm; Mass at Divinity Hall: 12 pm.

INT'L SOCIETY FOR KRISHNA CONSCIOUSNESS: Spiritual Love Feast (Yoga of Ecstasy) Radha-Krishna Temple 3720 Park, noon.

UNITED CHURCH STUDENTS: "Letters and Papers from Prison" - Dietrich Bonhoeffer: a

discussion Student Common Room, Divinity Hall, University Street 7:30 pm.

YELLOW DOOR COFFEE HOUSE: Hootenanny, 3625 Aylmer 8:30 pm.

CANTERBURY: Eucharist followed by breakfast. 10 am. Dinner: 7 pm, Eucharist: 8 pm. 3555 University.

AUGUSTANA HOUSE: Lutheran Worship Service 7 pm. Film: "Pow Wow at Duck Lake". Coffee and discussion. all welcome, no charge. 3483 Peel 8:00 pm.

Chemical Institute of Canada

Lecture on "Free Radical Spectroscopy"

Monday, Nov. 25 1 pm Otto Maass 112

Those planning to travel with the CIC to Chalk River are reminded that payment (\$6.00) is due Monday.

Students' Society Elections December 4, 1968

As no nominations have been received from the following Faculties, the deadline for the receipt of nominations has been extended to 4 p.m. Friday, November 22, 1968:

Music 1 representative
Divinity 1 representative

See Wednesday's Daily for details.

Chris Portner
Chief Returning Officer

RENT A TAPE RECORDER

for Long or Short Periods

681-4165 277-8329

TORY JFK?

Pat Nowlan, M.P.

TODAY 1PM UNION 123



TODAY'S
PROGRAM

International Festival

Film... (NFB)

1-2 pm Union Ballroom

Dinner: 6-8 pm

Italian & Greek

Union Cafeteria \$1.25

Italian Night : 7:30 P.M.

Union Ballroom 50c



for men...

exhilarating elegance

JADE EAST

COLOGNE \$4.75

AFTER SHAVE \$3.75

BY

SWANK

VERSATILE!

Glenayr

Kitten

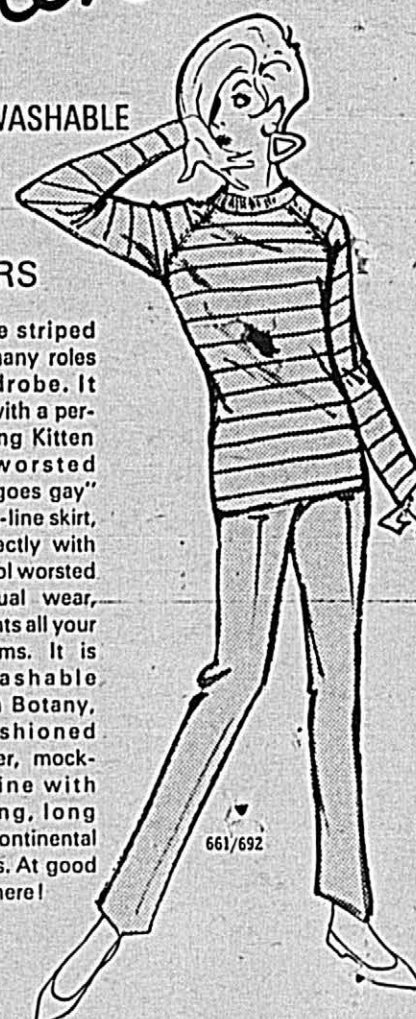
MACHINE-WASHABLE
BOTANY
WOOL
SWEATERS

This versatile striped sweater has many roles in your wardrobe. It "dresses up" with a perfectly-matching Kitten pure wool worsted sheath skirt, "goes gay" with a Kitten A-line skirt, "relaxes" perfectly with Kitten pure wool worsted slims for casual wear, and compliments all your skirts and slims. It is machine-washable 100% English Botany, with full-fashioned raglan shoulder, mock-turtle neckline with zipper closing, long sleeves, and Continental band and cuffs. At good shops everywhere!



PURE VIRGIN WOOL

Without this label  it is not a genuine KITTEN.





Daily photo by RUSS SPENCER

MCKISSICK REAFFIRMS: "Nothing, including the Revolutionary war or the stealing of America from the red man, was accomplished by non-violence."

McKissick decries depth of racism

by DAVID TUROFF

Floyd McKissick of the Congress of Racial Equality yesterday told an audience in Moyse Hall that Canada is as racist as the United States, and that the racial problems here are no different than in the U.S.

Canada, he said, has always prided itself on being detached from the racial problems of the United States. However, the presence of Indian reservations, or "Red ghettos", as he called them, proves that this is a fallacy.

"The next revolutionary movement in Canada", he said, "will be not for Black Power but for Red Power".

The quality of education in both countries is responsible in part for the continuation of racial attitudes, he said.

"Columbus did not discover America, he discovered it for the White men to steal it from the red men", he said.

"And Washington is not the father of his country. At least, he is not my father, although I've heard that he knocked up a few black women."

Education is a lie, he added. "You are teaching your children lies, just as they are taught lies about black people".

Integration and non-violence, McKissick said, are both invalid concepts.

Integration is a fiction invented by the white man to forestall the black man from getting the power which is what he really needs; and if the black man accepts integration, he is accepting "citizenship by degrees", which is dehumanizing.

The doctrine of non-violence, he charged, has just as little validity. "I never believed in it".

Non-violence, he said, can be employed only by those with the overwhelming strength of numbers and arms needed to back it up.

He cited Ghandi as an example of a case when non-violence could be used effectively because it was not the only alternative "Humanitarians", he said "are people who can afford it".

Ours, he added, is a violent society, in which killing is a big business, and which, with the help of such companies as Dow, is ever striving for greater efficiency.

"Nothing, including the Revolutionary War or the stealing of America from the red man, was accomplished by non-violence."

If people behave decently, he said, neither non-violence nor violence be necessary. But people are not decent, violence has been used to suppress the black man, and in that context, violence becomes the only alternative for the black man.

In the American Constitution, he said, the black man was count-

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Architects call stop to boycott of classes

by JOHN OLDFIELD

Architecture students in fourth, fifth and sixth years ended their boycott of classes yesterday when

they accepted a staff suggestion to hold open study sessions to discuss the student grievances.

In a morning meeting with Dean of Engineering G. L. D'Omb

rain and later with the Director of the School of Architecture, John Bland, the students agreed with a faculty proposal to suspend classes for a temporary period in order for the study sessions to convene. The first sessions will begin tomorrow morning at 9 am and are expected to continue through the weekend.

PS faculty insists:

No compromise

The faculty of the Political Science section of the department of Economics and Political Science last night issued a statement that offers no compromise to the demands of the Political Science Association.

The statement was issued after a meeting of the section held in confidential session, which the PSA had requested, in an almost unanimously approved resolution, be open to student observers.

The statement offers no more than the faculty was willing to grant one week ago, despite a virtually unanimous PSA resolution that "direct action" would be the necessary course of action if a better compromise were not offered. The statement, therefore, represents no advance in negotiations between the PSA and the Political Science faculty.

The statement contends that "these proposals, taken as a whole, contemplate a degree of student participation which goes beyond what has been conceded in comparable universities. They represent a radical innovation."

This was contradicted by an English literature Association member, currently sitting on a Departmental committee.

"The English Department has already gone far beyond the Political Science faculty's proposal. De facto parity representation has been accepted.

"In fact, the major faculty objection to it is that parity doesn't

There will be a meeting of the Political Science Association at 1 pm Monday in the Union Ballroom.

go far enough because this method sets up artificial distinctions between staff and students."

The only significant innovation contained in the statement is a stipulation to the effect that a two-thirds majority of the section be required to change this arrangement.

Arnold August, chairman of the PSA, commented that the statement represents a "disappointment for all political science students."

Representatives of the PSA came to the meeting and asked to be admitted, but were told by J. R. Mallory, chairman of the Economics and Political Science department, that "this is a private consultation."

August then informed Mallory of the resolution. Mallory replied that if the students would withdraw, the faculty would consider the question.

The students withdrew, and Mallory emerged about 20 minutes later to announce that the faculty agreed to leave the present meeting, at least, closed, but that a statement would be issued at its conclusion.

The PSA then ordered and paid for an all-dressed pizza and had it delivered to the meeting as a gesture of good-will.

The gesture, along with a card reading "with the compliments of the PSA", was accepted, although it now seems that PSA demands are entirely rejected.

Although the original strike had involved only 90 students in the upper years, the study sessions are hoped to include all the 220 students in the school.

The Architecture students want to maintain their close rapport with the faculty and insist that the matter of reform is purely an internal one.

The original grievances which caused the walkout included the increasingly poor student-faculty ratio and a lack of student participation in the development of the curriculum.

Dean D'Ombra had predicted that the students would be back in their classes by 2 pm yesterday. He was off by twenty minutes. The boycott ended at 2:20.

His Worship frees purse

The administration of Man and His World has decided to change their policy on last year's pay scale. And, as a result, about 3000 people, many of them students, are eligible for a pay rebate.

A spokesman for Man and His World said that the hourly wage of \$1.75 did not take into account double time for holidays, time and a half for overtime, a special night wage or sick pay and vacation pay.

The total of extra pay will amount to about \$850,000.

The Canadian Union of Public Employees have sent out special rebate forms to its members. Only half have returned their forms. Those who did not get their form or who require more information can contact the Union at their office at Man and His World (861-5124) or with its provincial office at 140 Cremazie West, Room 710 (382-2101).

Strax takes café au lait, double fine

ST-JOHN, N.B. (CUP) - A fifteen minute cup of coffee in the students' union at the University of New Brunswick cost Dr. Norman Strax \$500 and 30 days in jail.

Justice Paul Barry of the New Brunswick Supreme Court Wednesday found Strax in contempt of court for ignoring an injunction that barred him from the UNB campus.

The cup of coffee on Monday (Nov. 11) was the second injunction violation by Strax. Earlier this month, Barry fined Strax one dollar for staying on the campus 24 hours after the injunction had been served on September 30. At that time, Barry warned Strax he would be jailed the

Continued on page 8

Horatio at the bridge

And so it's come to this.

After all the milky utterances about the need for trust and compromise, after too many benign declarations of the need to maintain standards, after five weeks of make-believe negotiations, the Political Science faculty has rejected a commission compromise accepted by the Political Science Association.

And the issues involved still have not had the substantive debate they deserve.

It's like when somebody stops the music before you've found a partner for the dance.

Students will not have one-third representation across the board on the committees of the Political Science section of the Department of Economics and Political Science. The influence they will have in determining the political-intellectual orientation of their department will be negligible.

Specifically, the faculty has offered one-third representation on the Section and one third on the Curriculum Committee, but has refused to extend the same accommodation to the pivotal Committee on New Appointments, the body that determines what manner of instructor will inhabit this institution's groves of Political Science academe.

They have refused the seating of undergraduate students and students studying for master's degrees on the committee, proposing instead that two PhD students sit on it with six faculty members. The overwhelming majority of students in Political Science will have no place at all in the selection process.

On top of that, the Committee on New Appointments will have "final power" in the business of hiring. Its proposals will not be sent back to the Section for ratification, ensuring that faculty members deemed undesirable inhabitants of the department can be excluded from the whole business.

And, of course, the committee will deliberate in closed session.

Besides avoiding all the substantive issues and refusing to justify their proposals the faculty has issued a statement replete with contradictions.

Students "can and should participate in the making of decisions about programmes and courses of study". But faculty members "have a duty to preserve or enhance the quality of the degree which the university gives."

In other words, a student presence will be tolerated so long as it is ineffective. It has yet to occur to faculty that students are capable of discerning the needs to which the department must reply. Actually, when the calibre of the department is taken into account, it begins to be inconceivable that students' perception of these needs is less acute than the faculty's.

And then they speak of "the degree of rapprochement that seems to have been achieved" when faculty behavior in the past week has quashed a possible agreement and produced a confrontation situation.

As a matter of fact, faculty has moved further away from the compromise proposed by the Political Science Association by specifying that structural changes in the Section will now require a two-thirds majority vote. Eight intransigent faculty members will be able to frustrate the aims of all the students and half the faculty as well.

The statements that faculty's proposals go "beyond what has been conceded in comparable universities" and constitute "a radical innovation" are probably most indicative of faculty deception. It is not even necessary to cite other universities, such as Simon Fraser. Both the English and Sociology Departments right here at McGill have granted student-faculty parity on governing bodies.

But duplicity is an established method of procedure with the Political Science faculty. Like Chairman Mallory saying no faculty meetings were being held this week. Like Professor Waller telling last Monday's PSA meeting that faculty had rejected the commission's proposal because they thought two student commissioners would vote against it. In the second case another faculty member present revealed that this was not the real reason. In fact, Waller himself had proposed that faculty give this as an ostensible reason for the rejection. His proposal was refused.

Professors Jackson, Noble, and Steinberg, it seems, have taken to denouncing the PSA in their classes. Others have begun to see their anti-PSA activities as a crusade to save the university from the forces of anarchy.

The faculty is playing an all-or-nothing game. The PSA has come a great distance from its original proposal for parity on all committees, a proposal that has been accepted by two other departments at this university. The faculty has not compromised at all. Not one iota. There will not even be token concessions. Not even for the moderates in the PSA.

They have not allowed the PSA to save face even if it wanted to capitulate to faculty intransigence. They have deliberately left the students with no way out.

It's Horatio at the bridge.

But if there are any gods on Olympus looking down on this Horatio, the best thing they could do is drop him in the cold deep water.

Leslie WAXMAN

NOTES:

Stalag 13

The Redpath Library has been using a rather complex security system for the last few months. It consists of making you stop and submit your briefcase and/or books to a search. If you happen to be coming from the Undergraduate Library, you get searched twice. (Does this mean that undergraduates are twice as smart, or just twice as dishonest?) A woman's purse, on the other hand, is disregarded even though it may be as large as a suitcase.

As morally repugnant as this apparent invasion of privacy may be, it is perfectly legal, or so I am told. Officials claim that this system is necessary to limit the thousands of dollars of missing books attributed to theft each year. If the security system were abolished, students would walk off with every book in the library. Maybe so, now that the spirit of mistrust has been built up. It is a vicious circle — the mistrust encourages students to steal books; because they steal books, you have to mistrust students.

Anyway, all of this is irrelevant since you can now walk off with every circulating book in the library for about 79c, if you happen to be beyond second year. When they see a library book, the "rent-a-cops" merely check to see if it has been stamped with the return date stamp; if it has, they let it pass.

Students beyond second year are eligible for stack passes. These give you access to every circulating book in the library. You simply choose the books you want (not more than three at a time, remember), take your rubber date stamp (easily and inexpensively purchased) out of your pocket, and...

Morris SCHNEIDERMAN

The visitor

The Daily office was honored yesterday with a visit from Mr. Julius Grey, Students' Council member, student senator, and as he tells anyone who will listen, presidential candidate come next February.

The purpose of Mr. Grey's visit was to find out whether a letter he had submitted (and which appears elsewhere on this page) was going into the paper. I told him that the decision had not been made yet, that it depended on considerations ranging from the number and quality of other letters to the fact that Mr. Grey's letter was not typewritten, received that day, and that at any rate it was not a policy to divulge this sort of information.

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LETTERS

How silly

Sir,

After every Students' Council and Senate meeting I enjoy speculating on how the Daily will misrepresent it. Thursday's issue beats everything before it by a country mile.

In the first place, I did not "agree" with the basic idea of Mr. Hajaly's ridiculous motion. I merely thought he raised an issue which merited some attention. I could not have been more at odds with his intolerant, narrow viewpoint. This then, was a clear case of inaccurate reporting on your part.

In the second place, the Daily showed an amazing talent for censorship by its selection of things reported and things hushed up. It read very much like an edition of a newspaper of fringe cranks.

Mr. Hajaly's motion, silly though it was, was played up because it could be presented as a far-reaching philosophical statement of lofty principles. If it were replaced in its context, students could judge more ef-

fectively on it. The Daily, however, did not see fit to present this context.

Throughout the meeting, the Hajaly-Hyman Foster-Hamer-Edel clique insisted on sabotaging the debate, presenting ridiculous motions phrased in poor Marxist jargon, and then preaching righteously because their motions were phrased in jargon and were defeated. Any constructive move whatever necessarily received their disapproval. It was obvious to everyone except their most ardent admirers that they were either very unintelligent or were trying intentionally to provoke a confrontation. An objective observer of the meeting would without a doubt have thought more of Mr. Robertson's patient attempts to be fair, Mr. Oliver's and Mr. Woods' evident honesty, and Mr. Cohen's pertinent comments, than of the rigid, angry obstinacy of the five-man clique.

Let me remind you of a striking example. During the debate on scholarships, so smoothly described in the Daily as a struggle for that white knight, John Fekete, I moved that, in the future, political views not be taken into account in the making of awards. Mr. Hajaly would have none of such a "liberal" proposal. He suggested instead that scholarships be awarded on the basis of how a student fits into a progressive, critical university (sic). In short, these

awards should be political. Quite apart from being dead wrong, Mr. Hajaly, by presenting this motion, lowered for some time to come the effectiveness of the student representatives. He was laughed out, hissed out, and with good cause. The Daily did not see this as worth reporting.

The clique finally hit their peak at the (unreported, of course) council meeting. There, Hajalyhymanfoster joined with Mecs-Ramby in order to defeat a move that would limit election expenses in all student elections. Those who can afford to field slates and finance them, united in destroying the chances of independent, financially limited people. The cliques united to perpetuate themselves, and the supposedly democratic, anti-money views of the executive evaporated quickly under trial. Messrs Mecs and Raby could at least claim to be consistent with their general principles. The executive claimed nothing. They merely voted to table the proposals until after the elections.

Their chief spokesman was, of course, Mr. Starowicz and he served their interests faithfully in his usual destructive manner. He spoke long and said nothing.

I wish the Daily did report the news!

Julius Grey

MCGILL DAILY

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Notes...

Continued from page 4

Mr. Grey interpreted this as meaning that the letter would not in fact be printed, claimed some special right as a member of Council and of Senate to have his opinion expressed in the Daily, launched into a general tirade against the Daily and people on the left, and threatened to take action against the editor of this journal.

Mr. Grey's letter is one of the most revealing we have received for some time, and that is why it was printed, not because he is a member of Council, not because he is a member of Senate, and not because of anything he might do. It is particularly interesting in the light of Mr. Grey's statement to Senate Wednesday that he was "as left-wing as anyone there."

And what the letter reveals has less to do with the content of Wednesday's meeting than with Mr. Grey. For his interpretation of what went on at that meeting is wildly distorted and in places factually wrong.

For instance, Mr. Grey notes that the Daily did not see the laughing out of Mr. Hajaly's motion that scholarships be awarded on the basis of how a student fits into a progressive, critical university as worth reporting. This is true. However, there was no laughter or hissing, although the motion was overwhelmingly defeated. Also the motion was presented not by Mr. Hajaly but by Mr. Edel.

Mr. Grey's total acceptance of the context in which Senate operates and his support of the administrators against the students have come as something of a surprise. He accuses his fellow student senators of destroying their effectiveness for some time to come. But if student senators are to be effective, it can only be in taking principled stands on key issues and forcing the ideas of the faculty and administrators out into the open.

Senate has already served to expose the ideas of Mr. Grey. For those of us who once thought him a progressive, the revelation has been rather sad.

Robert CHODOS

LETTERS

Continued from page 4

Hameredelcaron

Sir,

I was misquoted (a familiar plaintive cry from the wilderness). I refer to Thursday's Daily, page 6, column 5, paragraph 1 which states: "...he (the Principal) allowed Paul Caron and Michael Oliver — both of whom spoke against the walk-in — to speak..." It is true that the Principal allowed me to speak. It is true that the Principal allowed the Vice-Principal to speak. He spoke against the walk-in. I, as a member of the Hajalyhymanfoster slate (as some have called six of the student senators), certainly did not speak against the walk-in. I said and if my weary memory serves me correctly I quote: "The Faculty's (Arts and Science) delay in dealing with this matter (open meetings) is very unfortunate and so is the premature adjournment of the meeting in response to the intrusion of the students". That is the only reference I made to the Arts and Science Faculty Meeting Be-In during Wednesday's Senate meeting and I cannot understand how your reporter came to his conclusion.

I also take exception to the misrepresentation of my role expressed in yesterday's report of the Senate meeting and in the "Chodos Rolling Punch" article. The Daily interpreted my expressed doubts about the wording of the Hajaly amendment as a condemnation of the ideas of the student senators. On the contrary, I vociferously supported the directions that the University should take in the organization of its five-year program which were outlined in the amendment. I spoke against the wording of the motion when it became apparent to me, while watching the Senate's reaction to Hajaly's reading of his amendment, that a discussion of the substantial and important proposals of this motion would be buried beneath a reaction against the jargon in which they were phrased. Far too much time has been wasted by Senate in discussion ad nauseam of principles and semantics while drastically important issues have been passed over unconsidered.

A perfect example of this is Senate's failure on Wednesday to deal with the apprehension expressed by High School students about McGill's new five-year program.

I read the Daily to calm my mind, hassled by the insanity of this world, and it kills me when that peace of mind which I attain through the daily meditation of your paper is shattered by such misrepresentations of my views as I read yesterday.

Paul Caron
Med 2If nominated I will
not run; if elected
I will not serve

Sir,

I have just finished reading with some amusement the article entitled "He Doth Protest Too Much" regarding whether or not I want to be the next Dean of the Faculty of Graduate Studies and Research. I do not know who Danny Roden is. If he has never heard of the Management Development Institute, I couldn't care less. I am quite sure that there are many areas of the University he knows very little about, or even cares very much about.

But now about the description of what "the Dean should be" which he feels I have defined. Would it help him (if anything can) if I pointed out to him, and to your readers, the obvious — that this Report on the structure and Future of the Faculty of Graduate Studies and Research was not written by myself. This Report was written by ten people, who were members of a committee. Even though I am flattered by the thought that the qualities which we in this Report attempt to ascribe to the Dean could possibly apply to me, yet I must point out unequivocally that this happened to be one section of the Report which I certainly did not write. Various members of our committee wrote various sections of the Report and these were welded into a unit.

Would it also set Mr. Roden's mind at ease if I pointed out to him that, despite his fears, I am not now, nor intend to be, a candidate for the Deanship of the Faculty of Graduate Studies and Research, or any other Faculty. Dean Frost has stated publicly that he would not wish to continue in this office. I have both publicly and priva-

tely urged him to reconsider this decision since I think he is doing a first-class job. This urging is a fact which can very easily be checked, or aren't you interested?

Let us get another point perfectly straight: This Report of ours, regardless of how "top secret" the Daily wishes to make it, was never a secret report and thus your statement that it has since been "declassified" really shows that you just don't know what you are talking about. When the Daily called this a "top secret report", some 1500 copies had already been distributed to members of the various Faculties in this University, and to the Executive of the Post-Graduate Students' Society. The Report initially, like all Reports of Senate committees, was presented to Senate and then Senate, whose Report it is, suggested the above procedure. Anyone who wanted a copy of the Report merely had to ask the appropriate person for it.

I recognise these days that anyone whose views do not coincide exactly with the views of the SDU gets short shrift in the Daily. I do not want to confuse you with the facts since your mind is already made up. However, I am writing this letter because I recognise that there are a good many students in this University, who pay for the Daily, and want a chance to learn the truth.

I have long since recognised the folly of writing letters to the Editor who usually adds an irrelevant comment to the letter since he has the last word.

Professor of Chemistry

Leo Yaffe

Indoor toilets
for the Bastille

Sir,

Professor Oliver has said that the Hajaly-Hyman-Foster CEGEP motion had the effect of aligning the radical student forces with the administration elements. That is, in the quest for a critical university, student leaders were creating the impression that they stood against the basic premises of the Parent Commission, against standardization of North American education and against English-French equality of opportunity for, since H-H-F seem to favor four years of Ba-BSc curriculum, unaffected by

Continued on page 7

Political Science faculty statement

Those of us who teach Political Science at McGill are fully persuaded that students, as members of the Political Science community, can and should participate in the making of decisions about programmes and courses of study. If, in the past, participation was informal and intermittent, depending largely on the daily interactions between students and teachers, the time has come to provide for a degree of formal and explicit participation.

In working towards the new mechanisms of government it should be understood that faculty members have not only an obligation to respond to the present demands of students but also a wider obligation to their vocation. The work that goes on in universities has been going on for a long time. Those whose lives are bound up in the university, not just for the period of study for a degree but as a life work, must be responsible for the preservation and development of the possibility of scientific inquiry. So long as the university world maintains its present character, members of the Faculty have a duty to preserve or enhance the quality of the degree which their university gives. This is necessary in order to protect the reputation of the university and the interests of its students to whom the degree is a certificate of access to further study or some other aspect of their careers.

It is natural that students and teachers should not perceive their roles and outlooks in identical terms. This leads them to somewhat different approaches to the question of structural change in the Political Science Section. And yet, when one considers the great gulf that separated the PSA and the Faculty when discussions first began some weeks ago, one cannot but be encouraged and impressed by the degree of rapprochement that seems to

have been achieved.

The position of the Faculty is now fully crystallized. It is one that will be re-examined in the Fall of 1969, in the light of experience that will have been gained during the current session. Following is an outline of the essential points of our position on direct participation:

- i) Student representatives will constitute one-third of the membership of the Section (seven in 1968-69).
- ii) One of the representative students to be elected to the Steering Committee.
- iii) One-third student membership on the Curriculum Committee (never less than two students).
- iv) Two student members (Ph. D. level) on an eight-man Committee on New Appointments. This Committee will have final power with respect to recommending new appointments and will carry out its deliberations under the rule of confidentiality.
- v) A student representative on the Ph.D. Dissertation Committee and a student representative on the M.A. Dissertation Committee, unless the student whose dissertation proposal is under review does not wish to have a student representative on his Committee.
- vi) Decisions in the Section will be taken by majority vote except in the case of structural (constitutional) changes which will require a two-thirds majority vote of all members of the Section.

As far as we could ascertain these proposals, taken as a whole, contemplate a degree of student participation which goes beyond what has been conceded in comparable universities. They represent a radical innovation. They may not go as far as some students might wish, but it would be an abuse of language to call them conservative or reactionary.

It is particularly important to understand the rea-

sons for the way in which the proposals regarding new appointments were framed. The Section itself, with students participating, will determine the direction of its development in relation to the financial resources that are available. Development and innovation imply new courses and, in turn, new staff. The kind of new staff which is needed is pretty well determined by the decisions taken about curriculum and it is open to all members of the Political Science community to put forward names of those who might be approached to become members of the Faculty. Once these large decisions are taken the problem of selecting from among available candidates the individuals who most clearly meet the requirements is, essentially, one of execution. We have proposed that there be student representation on the Committee which takes the executive action on new appointments. To be effective a committee of this sort must be given freedom to act within its terms of reference. It must be able to operate in such a way as to protect confidential personal information and to reach decisions which, almost invariably, must be made quickly if good appointments can be made under conditions of intense competition with other universities.

These proposals on student participation in the government of the Political Science Section reflect the desire to have the interests of the whole of our student body represented. If they are implemented we will, as a community, be making decisions which become part of the long-run development of our own part of the university. The spirit of reciprocal tolerance and an atmosphere of academic freedom are necessary conditions for the life of a university.

Note: Of the 15 faculty members eleven supported this statement, one opposed it, two abstained, one was absent.

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SET OF KEYS IN BLACK CASE near corner of Sherbrooke and Durocher. 843-7260.

LOST IN LEACOCK 116 Friday, slide rule. Diwa brown case. Phone Andy 488-4739.

CONFIDENTIAL: To the Friday Nov. 15 grey fur hood borrower. Please return my hood to the Med librarian and remain anonymous.

MISCELLANEOUS

MANY MANY THANKS to Claire, Barb, Sharon, Elyse, Joy, Chris, Ginny, Wendy, for all your help and humour - Charles.

ANYONE INTERESTED IN SKYDIVING: Come to film and introductory lecture on Wednesday, Nov. 27 - E 204 - 1 pm.

PRIZES!! Help a needy student - Contribute to the Delta Phi Epsilon Scholarship Fund. Do a good deed.

VIET-NAM Committee of "Voice of Women" gives a fala fund-raising party Sat. Nov. 23 at 3446 Grey Ave. Westmount. 8:30. Admission 1.50. Door prizes.

MOC BACKPACKING TRIP to Mount Marcy this weekend leaving Friday pm or Saturday am. For information call Morrie - 279-4194.

CHEAP! Subscriptions to over 3,000 magazines at reduced rates. Phone me and find out. Mickey Ross: 392-3094 (days). 731-5654 (nights).

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DRUMMER, age 19, from England, with own equipment, wishes to join rock band. Tel. 849-3169.

MANDALA CRUSADE - On stage with the Power of Beckett at Union Ballroom - Thursday, Dec. 5. 8:30 pm - Advance tickets at Union Box Office.

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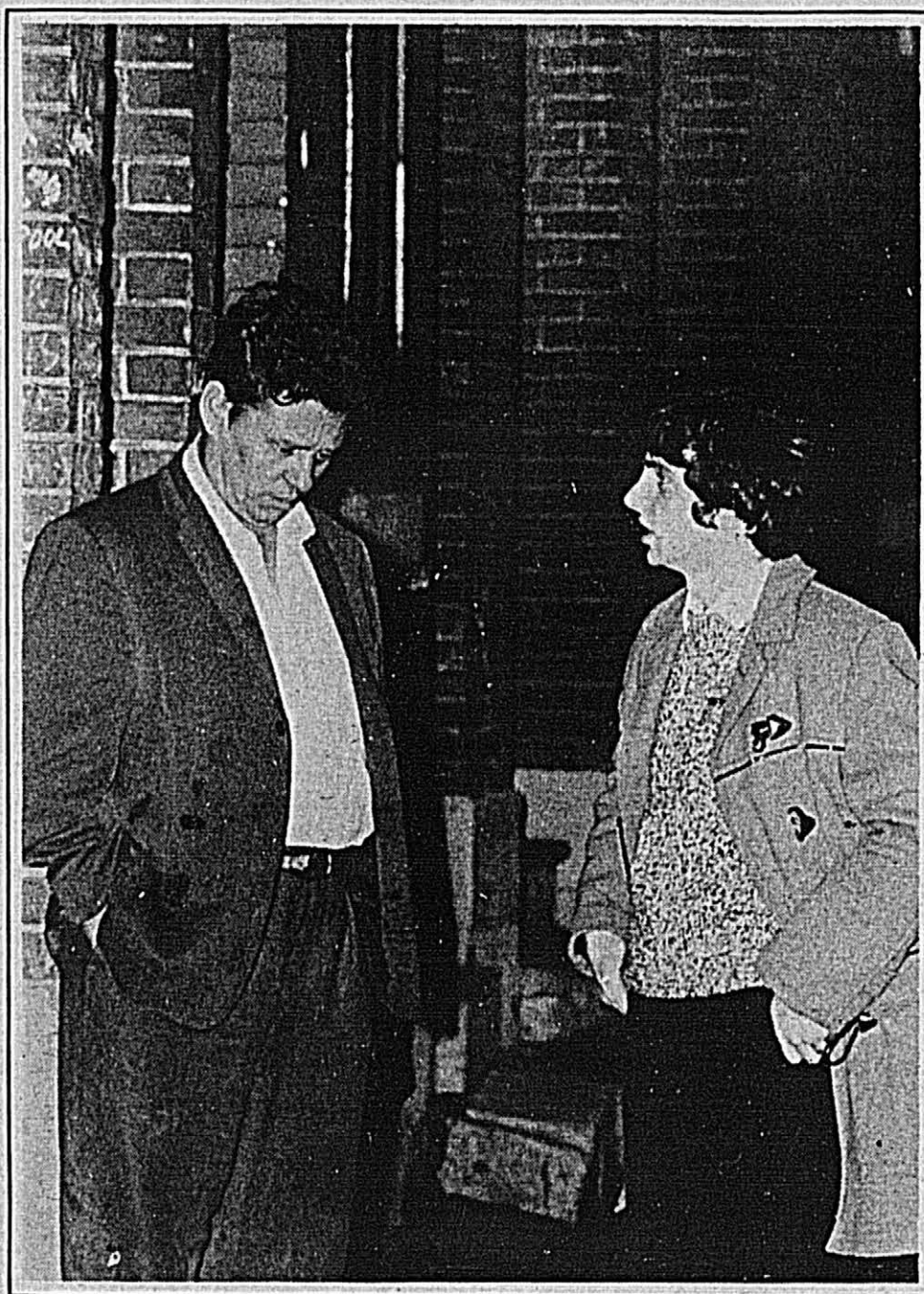
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The Institute of Chartered Accountants of Quebec.

the Review

McGill Daily supplement, Nov. 22, 1968



In November 1964, Quebec students founded a general union on their aspiration to end their status of passive receptacle, their enforced position of false privilege, the class structure of their education, and their apprenticeship to a status quo upon which the past still weighed like a millstone; to ally themselves instead with the working class of their own society as a strategy for change.

Four years later, the aspirations remain but the struggle is uphill.

Quatre ans après

"Let's do an analysis of the university learning system to see if we can't find out why this place shapes up so many dumbheads, gives them PhDs, and puts them in charge of shaping up more dumbheads."

WHY STUDENTS DON'T LEARN

by Donald Kingsbury

The administrative structures of the universities are breaking down. They no longer solve problems which people wish them to solve. And university administrators no longer have the abilities needed to stabilize the existing structure.

The university grew. It had administrative problems. Committees were formed. Solutions were tried. Solutions solidified into sacred traditions. Unfortunately, when the solutions were instituted long ago — as when thalidomide was marketed — no one in the university was aware or could have been aware of the lethal side effects inherent in the solutions.

Men like Chancellor Heyns of Berkeley are frighteningly dangerous in positions of power not because they have made mistakes but because when the armless babies are born they refuse to admit cause and effect, and continue to market their thalidomide pills. They must be removed from the university power scene, not because they are callous, but because they are incompetent to run a university in the interests of mankind.

Let's do an analysis of the university learning system to see if we can't find out why this place shapes up so many dumbheads, gives them PhDs, and puts them in charge of shaping up more dumbheads. The course system and the course mark are the main culprits. These are the active chemicals which stunt the arms and legs of our minds.

The course system was an administrative solution to an educational problem. Courses are not and never have been an essential part of an education. You can have courses and no education, you can have education and no courses. Nineteen courses do not equal an education. Nineteen courses is an administrative way of keeping track of students on the books, of solving the logistics problem of moving student and professorial bodies around. It does that admirably. That is why the course number has always been more important than the course content.

Courses make unhappy learning environments because they lock students into schedules that are out of phase with motivation and learning rates, because they provide artificial categories for knowledge which become sacrilegious to breach, because they provide time and space to be filled by Parkinson's Law: course content is determined

by the time available within which to teach it, not by its relevance. A month's relevant learning can be used to fill up nineteen courses, and often is.

The course mark stabilizes the course and keeps the course system alive. Without course marks the whole system would disintegrate. No student would bother with courses as we know them if marks weren't given — everybody knows that — and this is the most eloquent comment on the relevance of course content that could be made. People think that marks are essential because they have been brainwashed into thinking that courses are essential.

Marks were the administrative solution to the problem of evaluation. Administrators must make decisions about students. Do we promote them? Do we give them a piece of paper? Etc. Marks are very good at keeping the decision machinery oiled. But do they evaluate? The PhD mind has developed a marking system whose "resolution" is as bad as the resolution of a four-by-five inch newspaper photograph printed at one dot per inch. This is about the seeing power of a crayfish. Critical decisions are made about students by men who are blind.

The behavior-shaping characteristics of marks which are assigned so haphazardly are worth study. Some almost lethal mental

"If a university selects for idiot-savant behavior - as it does now - then its function will be to provide society with idiot-savants who run wars in faraway places, build rocket ships to destroy mankind and political systems to repress people."

abilities and habits are re-inforced and intellectual abilities, many with high survival value, are systematically extinguished. If you wanted to design an environment to produce stupid, rigid, narrow, anti-survival people the university structure would make an excellent starting model.

Strangely, a primitive model for an excellent learning environment also exists at

the university outside of the formal course structure — the "extra-curricular" activities. Students who avoid classes, who do all their studying in March with a cynical eye to minimizing the work and maximizing the mark, but who concentrate their efforts on extra-course activities are generally the ones who come out of McGill with the most education.

These peripheral learning environments have strange properties. No mark is given, so the student is only working in them when their content is directly relevant to his life. When content becomes irrelevant, they dissolve. You can enter the learning environment at any time and leave at any time, there is no fixed content or hours that characterize the environment, and a student's movement thru one is essentially controlled by himself.

For instance, the activists who have been curious about the university power structure, who have tested and probed it, been defeated by it and regrouped to probe again, have received a better political science education than they could ever have obtained from the formal courses of the Political Science Department, and it is these activists rather than the note-takers in Poli Sci who will become the political leaders of the future — not because they are brighter than the note-takers but because they are the ones who are getting a superior education.

Still, as a model for a complete university education system extra-curricular activities are limited. Administration procedures are too primitive. For instance, internal communication between different activities is very bad. Students who know what they want often can't find where to go to get it and may not even know that a relevant activity exists. Evaluation procedures are also primitive. Effective evaluation procedures vastly increase the efficiency of any learning environment. A good record of abilities will facilitate movement between the "games" which require entering abilities, allowing a student to avoid wasting his time in overwhelm situations.

Many viable learning environments are not administrable. Many administrable environments are not conducive to relevant and rapid learning. Mass learning requires administration. Obvious answer: find a viable learning environment which is administrable. I admit that this is a task which seems beyond the capacities of 500 of McGill's best PhDs.

Start this way:

The evaluation system must be completely unhooked from the course system. Neither course credit nor course mark will be en-

tered in a student's record. Instead decisions about a student will be made from information provided by an independent evaluation division.

The Evaluation Division will do its testing of the student by statistical sampling of his head, which will provide the maximum information about the student's abilities for minimal testing time and effort. No student will know when he is to be evaluated or what he is to be evaluated on. This will destroy the anti-learning mechanism in the university which develops and rewards cramming behavior at the expense of true scholarly behavior.

The university PhD has shown himself

"...The engineer who discusses Shakespeare in bed with his mistress and does a bit of side reading on the subject starts to puff out his English profile. The student who takes off and rents a room in a Mexican slum for a month, learns Spanish, makes some careful observations, reads a few books, and makes a study of Mexican art will have a richer education profile in many areas after he comes back and is evaluated."

incompetent to test what he says he is teaching. He teaches one thing and tests another. Therefore, pragmatically, we must relegate him to the status of consultant for a group of men who know how to design evaluations which really evaluate. Evaluations may be done by a professor under the supervision of Evaluation Division staff, or by Evaluation Division staff; they may consist of everything from written exams to field performance test; they may last 5 minutes or a week. The tests will be given to produce a total "education profile" of the student. The tests will not be predetermined by any absurd standard such as what courses the student has taken.

Is it possible to test out a student in everything from his knowledge of ancient history to his knowledge of zoology? Of course. There is a certain probability that any student who can pass test X will be able to pass test Y. By using a probability matrix we can quickly zero in on the areas

"The course system and the course mark are the main culprits."

The problem: "Find a viable learning environment which is administrable. I admit that this is a task which seems beyond the capacities of 500 of McGill's best PhDs."

where a student is strong and the areas where that same student is weak.

Fairly frequent but random sampling of his mind will give enough information so that intelligent administrative decisions can be made about the student. Has he accumulated enough abilities to be classified as an Electrical Engineer? Is he qualified for a job as a biological statistician? Would Professor Guno's lectures in orgomorphs make sense to him? Should he be put into a discussion group with Tolstoy fans who

have immense power. It is the KIND of evaluations done by the university which in the end shapes the nature and the orientation of the university and defines its role in society.

If a university selects for idiot-savant behavior — as it does now — then its function will be to provide society with idiot-savants who run wars in faraway places, build rocket ships to destroy mankind and political systems to repress people. If the

university will just keep doing what it is doing today, only better.

Notice that by simply instituting an Evaluation Division and taking away from professors the right to award marks and credits for courses we have effectively sabotaged the course system. The student who picks up a calculus book and polishes it off in a week is as well off as the student who took a course in calculus and went thru that three hour a week crap game. The engineer who discusses Shakespeare in bed with his mistress and does a bit of side reading on the subject starts to puff out his English profile. The student who takes off and rents a room in a Mexican stum for a month, learns Spanish, makes some careful observations, reads a few books, and makes a study of Mexican art will have a richer education profile in many areas after he comes back and is evaluated.

consolidation. Professors will be more and more inclined to experiment with new learning environments once they lose their captive audience. They'll have to teach relevant material or die.

"Gone will be the whine, 'Is that going to be on the final?' Students will be barking instead, 'Goddamn it, am I going to learn anything if I join your group?'"

Students will learn how to read and see and hear again, and how to initiate their own projects. Gone will be the whine, "Is that going to be on the final?" The students will be barking instead, "Goddamn it, am I going to learn anything if I join your group?" Libraries and labs will start to be used in a different way.

A whole new set of administrative problems will manifest themselves as the course structure crumbles. New and less sluggish ways will have to be found to move the new kind of bodies around. I would suggest administrative procedures based on the enormous data-processing capacities of the computer. How do you get professors and students who need each other together when the average life of the interaction may be only a week or two? How do you administer a project which a couple of students have originated? How do you get an appropriate reading list to a student who has suddenly found himself interested in molecular genetics? Real learning environments demand a swiftly reacting administrative structure. The computer is a better administrator than it is a teacher and it should be used that way.

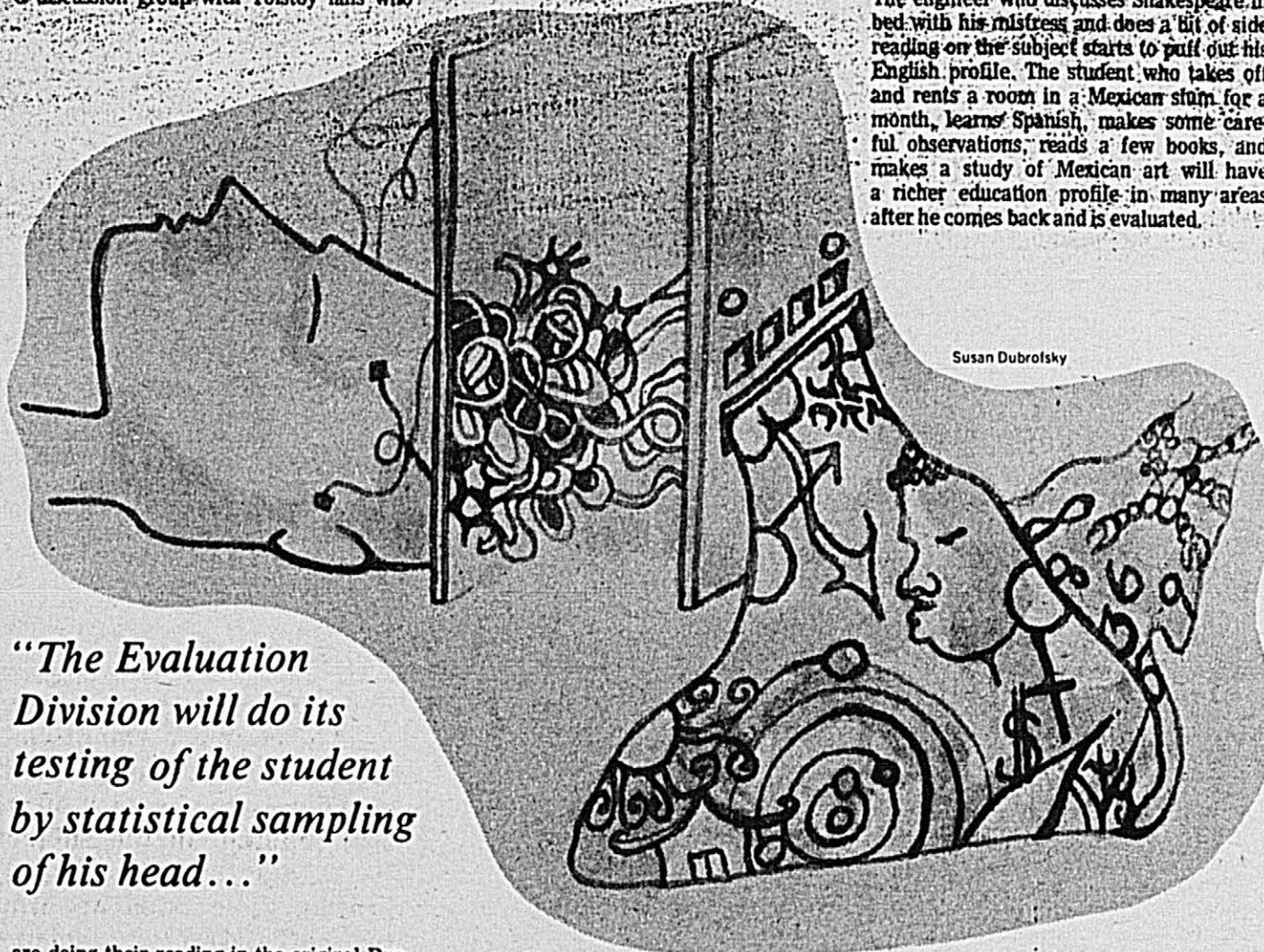
Without the development of high-resolution evaluation methods and swift body-and material-handling procedures, it is impossible to create a critical university capable of educating students into an active rather than a passive role. Do we have university administrators capable of such drastic administrative innovation and overhaul?

No, we do not.

The PhD program creates crippling mental sets which make this kind of innovation impossible. Its graduates aren't on the level of mental ability required to play such a sophisticated game.

That is why there is going to be a revolution in the universities.

(c) 1968 Donald Kingsbury



Susan Dubrofsky

"The Evaluation Division will do its testing of the student by statistical sampling of his head..."

are doing their reading in the original Russian? Can he handle a field trip into a New York ghetto for a sociology paper?

Screw course marks and screw degrees. They are meaningless. Worse, they reward the evil forces of anti-education. What we need to grease the wheels of a great university and a great society are student-ability profiles, which can be used for multi-dimensional purposes — from professors hunting up students to industry and government looking for qualified people.

Notice that the Evaluation Division would

Evaluation Division sets up another kind of priority and builds these priorities into its evaluations of students — can they control projects? are they articulate? can they operate successfully in many modalities of thought? are they aware of the consequences of using the knowledge they have in various ways? — then we may see the evolution of a critical university.

The Evaluation Division will have to be staffed by critical people with better qualifications than a mere PhD. Otherwise the

Courses which don't permit learning will begin to be shunned and professors who don't teach will thus have a hard time holding down their jobs. All kinds of alternatives to courses will mushroom and thrive. Since an Evaluation Division which does random sampling will inevitably reward students who have consolidated rather than temporarily memorized their material, students will want to pass on to each other what they know once they realize that teaching is one of the best methods of subject

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Quatre ans après

by Sandra Schecter and Martine Eloy

A MONSEIGNEUR, responsible for the construction of a university, stole 7 million dollars and left for South America... the new Université de Montréal was stalled for 10 years by the Duplessis government... the phantom of "Le Chef" floated around the schools in the robe of the clergy. Quebec education under Duplessis was a sorry backwater.

The student community then was hardly organized; the few local student organizations had little contact with each other. In 1958, students of l'Université de Montréal, in spite of the veto of the University Administration called a general strike to protest the Duplessis regime's blatant disregard of educational needs. This they followed by a sit-in of several months in the lobby of the premier's office and the publication of a Charter of the University Student. A student movement was afoot in Québec.

In 1959 Duplessis dropped dead with a fine sense of timing, for his era was over. A consequent period of liberalisation led to the revival of the nationalist movements; accelerated industrialisation swelled migration to the cities and the demand for qualified labor.

The numbers of students in Quebec's post-secondary educational institutions increased at a phenomenal rate. L'Université de Montréal, after half a century of marginal participation in Québec society, tripled its student body in six years.

It was inevitable that such a rapid expansion of the educational system should go hand-in-hand with a change in the nature of education, and its purpose. Education was no longer merely culturally desirable but socially necessary. Thousands of students from working-class and lower-middle-class backgrounds, compelled by the rising demands of industry to seek an education, struggled through university. For them, education was a need, not a privilege.

This change in the composition of the student body produced the demands for "free" education and general accessibility put forward by the student movement of the sixties.

Though the ivory-tower universities of the past had managed to keep their students silent by presenting education as an "honour", the over-populated universities could no longer do this. They dispensed a highly specialized and quasi-technical training to masses of students who had little contact with each other or their professors, and no control over their work.

The incapacity of the Québec educational structure to cope with the new demands placed upon it began to give rise to collective student response. Meetings mushroomed throughout the province to discuss something called democratisation of university structures and the role of the student in society.

In March of 1963, AGEUM (the student association of the Université de Montréal) organised a series of study sessions to inform students of universities, classical colleges and teaching schools of the potentialities of student action. The university students were quicker than those of schools and colleges to accept the principle of student "syndicalism". They elected a provisional executive and an ad hoc committee to arrange the founding congress of a general union of Québec students and to draft its constitution.

In the meantime, the classical colleges and teach-

ing schools reconsidered their previous hesitation and chose to join the union. In November 1964 l'Union générale des étudiants du Québec was founded.

THE CHARACTER of the Union was somewhat schizophrenic in its first year, partly because of the nature of its first president, Jacques Desjardins, part autocratic pragmatist, part utopian socialist. The pinnacle of Desjardins' political career before UGEQ was his indignant resignation from the Finance Vice-Presidency of the AGEUM executive when other members canned the salary of certain clergymen who counselled students on religious problems.

Desjardins conceived of UGEQ as a medium for rallying the French students of Quebec. In the Canadian Union of Students (CUS), French-speaking Québec students had found themselves a passive minority in a dominantly anglophone organisation whose direction was English-speaking. They felt the need to assume their own responsibilities in a Québec wide "syndicalist" organisation. The term "syndicalist" was actually first used in reaction to CUS, which at that time was still a service organisation unconcerned with educational reform.

In its first year UGEQ attempted to present and explain the concept of syndicalism to its members. Syndicalists decried the student's enforced state of "privileged" passivity and individualism, and urged him to become a social being, to seize for himself a dynamic role in the orientation of his nation. This attempt was half-hearted. There was vague talk about the Charter of Grenoble and heated discussion about putting pressure on the government to take over Labrador by force; and at the end of his term of office, Desjardins traded his polemical literature for a briefcase and became the secretary of the former Liberal education minister. Later he switched banners again, and now beats the drum for the Union Nationale.

Despite the political immaturity of the Union's early months, the practical grouping of Québec students in an organisation of the same scope as the Québec government (which had jurisdiction over education) succeeded to a considerable degree in making students aware of their potential collective power to alter the structure of their society.

THE STUDENTS' SOCIETY of McGill University, still doubtful of its role in the Quebec student movement, had soon begun to eye UGEQ. Over the summer of 1965,

a Student's Society commission conducted a province-wide examination of the activities of UGEQ. Commission Chairman Stephen Schecter's report to Students' Council argued the necessity for McGill to join; Council approved and allowed McGill to send representatives to the UGEQ Congress in November.

Sharon Sholzberg, Students' Society President, interpreted Council's interest in the Union as a mandate to apply for membership. She popped the question at the Congress of November 1965 and got a 'yes' answer, Université de Montréal dissenting. Council, in turn, interpreted Sholzberg's actions as an attempt to bulldoze McGill into UGEQ, and an Open Meeting put the whole question to a referendum. The motion

was defeated. McGill clung to its fear of the emergence of a cultural force which it could not dominate.

UGEQ had to realize that the anglophone students in Québec did not feel bound by the same problems and were not yet ready to unite with it. Determined to make students aware of their potentialities and to dissolve mistrust and factionalism, UGEQ launched a programme of "animation" designed to raise the level of consciousness. The dispatching of "animateurs" allowed UGEQ to penetrate the student base units. The objective of the animation programme of 1966 was to create student action groups.

In fact, these groups did not emerge until 1968.

IN THE UNION'S second year, the executive worked within a framework laid down by the government. Though still auguring for general accessibility, they supported an interim compromise in the form of increased loans and bursaries. The very nature of this approach, one of negotiation, rather than contestation, meant a strict delegation of powers within the union. The resulting unconscious development of an executive bureaucracy was to have serious consequences for UGEQ.

There remained nonetheless a great deal of ideological waffle within the Union. Manifestoes were produced on every subject from socialism to rheumatism, distributed to the masses, and tucked away in drawers. But in late 1966 a controversial report on education by Robert Tessier, then Vice-President, rejected a concept of 'free education' which simply calls for the abolishment of fees within the present system and put forward, in its place, the idea of universal accessibility which implies the destruction of the class structure of education. Slowly the Union began to establish a scheme of priorities, with the reform of Quebec educational structures at the top.

In 1967, handicapped by a twenty thousand dollar debt incurred during the first two years, the executive had difficulty squaring their ambitions with their fiscal resources. Gradually, however, hold-out segments of the student population were joining the Union (as McGill finally had the previous year). A general strike of all technical schools involved 26,000 students throughout the province and marked the first successful endeavour of a Québec-wide movement.

It was at this time that an inter-syndicalist committee was set up by UGEQ to provide a means of coordinating student and labour lobbying on Bill 97, the new charter for the Université de Montréal. As a result, labour threw its weight behind sweeping amendment which students proposed to the Charter, which would have had the effect of opening up the University to the 20th century.

WE ARE NOW in the period of "contestation". There is no policy of contestation within UGEQ: there is only the mood. Influenced greatly by the events of the student revolt in France and by the Situationists of Strasbourg, the UGEQ executive favours the exposure of contradictions within the system to force contestation. The strategy is no longer to use sporadic outbursts to attain various concessions. It is to act as a continual critical force.

The history of the student movement in Quebec offers proof of the fruitlessness of "dialogue" and the importance of direct action in bringing about change. To prevent the waste of its creative forces, UGEQ has withdrawn its representatives from government committees and has decided to work "outside" the system.

Pelletier regrets UGEQ's decision to pull its members off government committees. "If you get out of a committee, you've got to pick up a rifle. You don't get out for the sake of getting out."

Ian Hyman, External vice-president of McGill, defends UGEQ's decision. He points out that the committees concerned were consultative, not decision-making and claims, "the only advantage to sitting on them would be to air publicly contradictory positions. However, since the meetings are closed, this is impossible and there remains no reason to attend them."

"It was a question of false dialogue. Dialogue implies confidence. How can you have confidence in someone who has been ignoring your recommendation consistently for three years?"

And Pamphile Piché, ex political action president of the Confederation of National Trade Unions (CNTU) concurs. "Students understand that the govern-

UGEQ in transit

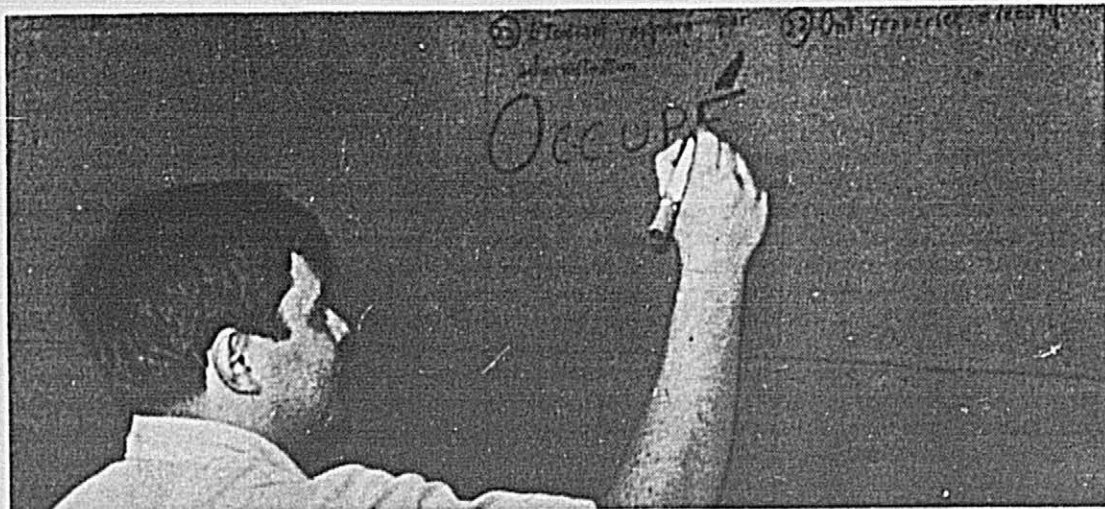
ment uses committees

UGEQ is in transition. It is a decentralized executive with committees which carry it out. It is a movement for implementation, minus a president. It is a movement to change the policies of the past, of where to direct the movement, of what role they have in it.

The "student power" movement has attempted to remedy this. In this term, however, is ambiguous. It is interpreted by liberation and by some radical. The decision-making power is in the hands of the President of the Université de Montréal. The power on a committee is in the hands of the members. The members may control together the industries of the country. The critical power is in the hands of the demand.

"For us student representatives, the movement of the Université de Montréal is important. It is the only way of the university to introduce permanent change in the demand for education."

UGEQ has long been in transition and has sought to make solidarity with workers. It has made a sincere attempt to work with unions. In this endeavour, UGEQ operated on a worker-student contact between leaders.



photos by GUY MACARIOS

The new UGEQ headquarters in Old Montreal keeps track of goings-on in Québec schools. In the middle of the current CEGEP crisis, Finance vice-president André Sénécal records CEGEP Maisonneuve effectively occupied.



from collaborating on committees ("To speak is already to act") to critical contestation ("To 'dialogue' is to get screwed").

uffle them." between a period of a one of student action commissions back to the executive present, the UGEQ executed a concrete alternative to faces the dilemma not only of student movement but also of it at all. movement appears as an attention of powerlessness. Theous and even dangerous. It to mean student participation to mean an equal say in ss. However, Jacques Sauational Union of Students of is absurd to talk of equal ere the non-student mem-25% of the most important The only power of the stu-

er is not a demand for student or parity in the management... What seems to us to participate in the running the present system, but, to contestation by the way student power."

The labour bureaucracy is the first to fear the potential unity of the two movements. It is apprehensive of the consequences of direct action to which such a union may lead, and therefore it attempts to maintain a fundamental gulf by perpetuating the idea of the irresponsible student.

Pamphile Piché, of the CNTU, denied that students caused trouble in the Murray Hill demonstration, as labor leaders had declared to the press. Though there is still a certain amount of reticence towards students among workers themselves — remnants of resentment based on the notion of the student as a privileged being — Piché says: "Facts are brutal in destroying this image. We are beginning to view students differently, to realize they are no longer children. As a matter of fact, several of the CEGEP occupations were highly disciplined."

As the student movement moved from collective bargaining to a policy of contestation, its contacts with labour have improved considerably. Not only have its actions demonstrated a positive and constructive attitude, destroying the image of the irresponsible student, but the new form of student action favours informal meetings and study sessions of students and workers.

Student syndicalism tries at the level of education and culture to wage a struggle for the emancipation and validation of the labor force, which the labor movement is waging at the level of the productive process. But this struggle can only be and remain socialist, can only avoid the pitfalls of reformism and corporatism if it is supported by the action of a strong and revolutionary labor movement.

André Gorz, *Le socialisme difficile*

SOCIETY uses the productive force of students without really integrating them, without giving them conditions for normal life and without allowing them to participate in the elaboration of projects which determine its future. The student has no status."

—Serge Joyal,
Le Syndicalisme Étudiant

The development of syndicalism is thus inherently linked to the emergence of accelerated industrialization in neo-capitalist society. In such a society the role of the worker becomes less strategic; the student, on the other hand, becomes more and more important in the productive process.

In the past, when large quantities of qualified labour had not been made necessary by the development of industry, the role of the student had been defined as that of a passive consumer of knowledge. He did not have a social status, because his work had no social value.

By redefining the student as a young intellectual worker and an equal citizen with rights and duties, student syndicalism gave him a status according to existing norms and consequently directly integrated him in society. While the student movement began with more demands for free education, it followed a policy of participation in government committees and began drawing up reports on the secondary and higher-education systems, on Bill 21, on the second French-language university. This year it had dropped phasis on the critical function of the student movement. It would appear that a movement of contestation which challenges the existing system cannot be based on a syndicalist philosophy which integrates the student in that system.

This is not so. Although syndicalism attempts to integrate the student in the system, it integrates him as a worker. And the student's lack of control as an intellectual worker over the decisions which determine what he is going to study and under what conditions — which determine the course content and the use of research projects — make students a potentially revolutionary force of society.

Marie Dumais, ex-vice president of AGEUM, says, "Students are becoming increasingly aware of their own powerlessness. Moreover, they are becoming aware that the situation is not going to be qualitatively different when they are employed. The potentially most militant faculties are the specialized ones like Engineering."

AN OFFICE on St. Joseph Boulevard... several documents carefully filed... a few typewriters clacking from nine to five... a few members of the executive working for some of the people some of the time. The nine to five movement of UGEQ's early years became a twenty-four hour commitment. Reports were printed by the dozens. Pamphlets flooded the province — published not by UGEQ, but by student action committees. The student movement had acquired a new dimension.

This year the UGEQ executive concentrated on developing mechanisms of mass participation. It more or less succeeded in its attempt. However, in so doing it failed to establish an effective leadership, and lost its president in the process. The UGEQ executive should never again comprise the totality of the Quebec student movement. But the action groups which it encouraged throughout the province are now mandating it to take the lead.

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The Doll House, revisited

Further notes on the condition of women in our society

by Myrna Wood
and Marsha Taubenhaus

In spite of the number of women in universities and professions today, the traditional concept of women as physical beings and men as the intellectual and creative half of the species, has not changed.

A woman's role in western society is prescribed at the outset by the prevailing attitude that intellectual thought is not properly a function of the female mind at all. So it is that only a few in the middle class with access to the proper training and who have accepted an elite criteria for success can arrive in that sanctum of male-dominated society — the university.

Because of their biological role (we are told), women's minds are turned inward, confined to the immediate realm of family, personal relationships, the pragmatic details of daily living. Such a being, tied as she is to the essence of life — child-bearing — cannot "think in the abstract". ("Their minds just don't work that way.") With the development of public education, however, the assumptions about women's roles in society have broadened, to accept (1) their value in certain professions (teaching, sociology), (2) the need for educated, cultured wives and mothers for the bourgeois class.

The attitudes and policies of academia successfully limit most women's participation to that narrow context. For instance, women who have tried to enter schools of medicine and law have discovered that they must have a 5 to 10 point grade average above that of the average male admitted. Consequently, they restrict themselves mainly to the humanities, where they are accepted: English, languages, social sciences; subjects whose emphasis is on a personal, 'emotional' level, rather than a technical or innovating kind. These fields deal with people and conflicts in society and try to reconcile these problems within the structure.

Women sociology students tend to enter welfare programs and social work; the nurse comforts the sick while the doctor cures them; good secretaries need a BA to make the modern businessman's office more efficient. Shunted onto these side tracks, it is no wonder that a woman rarely becomes a professor of political theory or creative writing. Instead she teaches elementary school, instructs on grammar and conjugation; any area that requires form and not reasoning, structure and not content.

The not-so-modern justification and rationale for the effective (if not admitted) attitude that the female is inferior in her ability to think, is in the theory that men have a monopoly on rationality while women are enslaved by their emotions. Karl Stern, big-name Montreal psychiatrist asserts this theory in his *Flight From Woman*. He says "...the polarity of the sexes corresponds to a polarity in human intelligence — that of 'discursive reasoning' (analysis) versus 'intuition'."

When an opinion such as this is considered a fact, and is held widely in a society, it is raised to the level of a natural law. It merely means that society has exalted the current acceptable practice of its immediate past. Therefore, to the extent that Stern's 'intellectual polarity' is actually reflected in the atrophy of many women's reasoning processes, it is due to the acceptance of this 'natural law' by all those who socialize her. That it might likely be an environmental deception does not occur to most women.

When both male and female are very young, they are much the same. They cope with the world on the basis of emotions, intuition, primitive desires. What happens as they get older is that males are trained to develop their reasoning faculties, while females are encouraged to stay at the level of emotion and irrationality. At school, while males are channelled into math-sciences, females remain in the English and music classes — just at the stage when they most need the acquisition of a rational logical training. At home the same sort of thing is going on. Boys are given almost an unlimited amount of freedom. In order to deal with freedom, and this responsibility, a male is



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Tip. Mild taste? Well, she'd have to try one, wouldn't she? But should you offer her one? Or shouldn't you? Thank lady, mate. Your face mask is steaming up.

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Should a gentleman offer a Tiparillo to a marine biologist? Well, better than offering to discuss marine biology. If you tried that, she might outshine you. It's safer to make a pass, and reduce her to her proper role: sex object. If she fails to respond to the pass, you're covered: she doesn't like cigars, or she's a cold, castrating bitch. On the other hand, if you try to deal with her intellectually and fail, you don't have any out. You're demolished. Not only put down, but put down by a woman... the ultimate disgrace.

And that's the way men deal with women who challenge them intellectually (or politically, or in any other way) by putting them in their place sexually. It puts them off balance, flusters them, throws them back into depending on male initiative, which is where they belong. It's all done in a spirit of "isn't it amusing that she's so smart but we all know that underneath it all she's really Female." Brains and femaleness, of course, being eternally at odds.

Susan Sutherland

from the National Guardian

forced to develop his reasoning faculties — for he must face the world on his own. On the other hand, girls are kept at home; almost every one of them is given a multitude of strict rules, curfews, modes of behaviour, so that they never have to develop their reasoning faculties, in fact, they are encouraged not to. When males are taught to shun affection and emotion, young females are learning how to get what they want by a hug or a kiss, or a soft but persistent whining.

How does a woman combat this bias against her? The Province of Ontario's Student Awards (loans) Program 1968 regulations state: "It is the parents' decision as to whether they wish their daughter to be educated or not. It is not the role of the department of university affairs as representatives of the Government of Ontario to step in where parents do not wish us to." We see, once again, that "in loco parentis" refers even more to women than to students in general. It is women's dorms that have multitudinous restrictions, not men's.

Anachronistic attitudes keep women in their educational place; these attitudes are compounded of more than one myth. The myth of the 'rational' male for instance. Actually, men's emotions can be controlled by habit but not extinguished. Their emotions are channelled instead into sexual and personality repression, over-expansion of the male ego, release of frustrated feelings through violence, the frenetic race for power in business.

Then there is the other myth of the existence of 'intellectual' institutions — the universities. In fact, men too are

kept from worthwhile free thought in the necessity to memorize enough accepted opinion to gain a degree and get a good job. Intellectual study is bastardized and controlled by quite a few hacks who propagate stale theories that cannot withstand the glaring light of questioning by fresh minds.

Why can't women be included in this façade of 'the scientific search for truth' on an equal basis with men? Even if the university is not a place for liberation of the mind but rather an integral part of an unfree society, it should not discriminate against fifty percent of the race. Instead, the discrimination that comes from that integral position must be attacked. (This ruling class hamburger joint might be just a greasy spoon, but every one should still have the right to eat there.)

Many people, both male and female, say that the reason more women do not get to university is because women don't want to go. They would rather be wives. To some extent this is true. It is easier for women to accept an inferior role and gain what they have been taught is emotional security by having a man bound to them.

Marriage represents security from the loneliness of urban life, from the dehumanization of the worker's life. To the young girl of twenty, marriage gives the financial security for child-bearing (which she will need without control over her body) and the freedom from work in a meaningless job. Part of today's breakdown of the family is caused when these securities are proven unreal. The wife finds that menial housework is as tedious and unfulfilling as her job was, calls for much longer hours, and is unpaid, thereby placing her in a completely powerless position. In addition more wives are being forced, financially, to return to work. And the third job as mother is, of course, unavoidable, as the majority of young working women do not have access to or knowledge about birth-control. The final disillusionment is to know that marriage does not necessarily evade loneliness.

The points above represent what motivates a woman to accept her role as wife; but these are the effect of that prescribed role, not the cause of it. The real cause lies in the crucial part a woman plays as the core of the family system. The advent of the industrial era coincides with the development of today's family structure and its dependence on the full-time wife-mother. Especially in advanced industrial, affluent North America; woman is needed in the home:

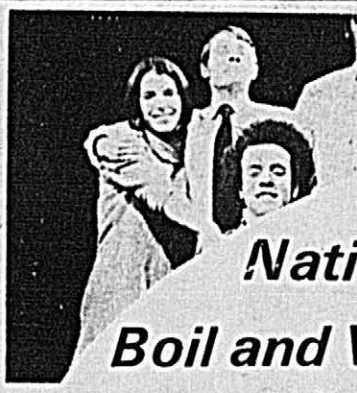
1. to make more tolerable the frustration of the man who must work in a highly-dehumanized system;
2. to pressure the youth to conform to and accept the values her life has been wasted on, values that sustain order;
3. to consume the over-production of advanced capitalism. A full-time housewife buys more, pressures for higher status goods like cars and colour TV, and is the target of 75% of corporate advertising;
4. because that same capitalist system has not been able to use her in production.

With universal access to birth control women's lives will be set in a whole new context. Alone it will not change the underlying causes of their condition — their economic status, their assumed inferiority in a male dominated society, their powerlessness on the bottom rung of society's hierarchy. In the beginning, birth control will remove the one power lever they can occasionally use; access to their bodies and pressure for marriage. Without the danger of pregnancy pressure will be put on them to be promiscuous and they will be treated more as sexual objects than before. This can already be seen in the Playboy.

However, even if there are no other changes in the society that controls her, a girl who grows up with the knowledge that she can control her body, and therefore her future, will develop in an entirely different context than her predecessors. She will be aware of many new possibilities of human development for herself. She will no longer gain her identity through her relationship to a man. When she finds many of these new alternatives are not open to her, she will have learned a great deal about the existing society and how it must be changed.

Women will eventually demand the independence that equality in the role of production can mean, and the education which that role requires. The system is already in the process of trying to incorporate into its society the massive change that is implied in the realization of women's potential for thinking and creating, by allowing a few ambitious "masculine" women to reach the top. But a true realization, rather than this worthless tokenism, would of necessity crack the foundations of the existing social order.

Myrna Wood and Marsha Taubenhaus are members of the Socialist Action Committee at McGill



National Plague, Spot, Boil and Wart Week presents:

The current Sandwich Theater presentation, "Tottle's Miscellany", is described on the program as "a collection of Pre-Raphaelite bric-a-brac compiled from the dusty mental archives of J. R. Pinkie Peters and F. Feathers Innis." That it is. It is also an amazingly adept satirical revue and the best student attempt of its kind since "Come, Come" made Christmas almost bearable.

Naturally, there are always certain pitfalls which student writers of review material are always in danger of falling into. The humor involved is often obvious and reaching with the result that subtlety, the key to good comedy, becomes as scarce as a fogl-proof one-liner. Also, the acting frequently tends to become exaggerated unduly and the actors some-

times engage in a verval elbowing of the audience's ribs after a joke has been made. You know, just in case they didn't get it.

Miraculously, this group manages to avoid all of these completely. Although there are some slow spots, the material is exceedingly well conceived and there is usually enough humor in the individual situations to carry them even if the lines themselves are not responded to. In addition to this, there are moments which almost approach genius. "The Thrashing Machine" skit contains parody good enough to stand up on any professional stage and the TV interview of a necrophiliac provides one of the best examples of review comedy that you are likely to see anywhere in Montreal. There is also the added treat of seeing Token Actor lar

Osgood ad-lib a six minute skit into twelve minutes without anyone realizing it. Style like that is rare.

Aside from the damn good writing job, the presentation is also immeasurably helpful in making the review a success. Music is used quite adroitly and combined with lights to make the entire production fluid. An added touch is a narrator who introduces many of the skits by reading from the Bible and God knows what else. He takes up many slack moments very successfully.

As for the acting, it was gen-

erally good and often excellent. The only scene which was very slow was the first and this was quickly corrected. Although the entire group at times seemed somewhat unsure of themselves, this will undoubtedly disappear as the week goes on and they gain more confidence. And since many of them show an immense aptitude for satiric characterization, they should have no trouble whatever with keeping up their excellent pace and improving on the great start they have already made.

It is hard to see how a show

with such good material and acting could possibly go wrong — or even slightly askew. I also notice from my program that this is not a selfish but a philanthropic venture. It is being put on in honor of the National Plague, Spot, Boil and Wart Week. Why don't you go out and support a worthy cause.

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P. A. W.

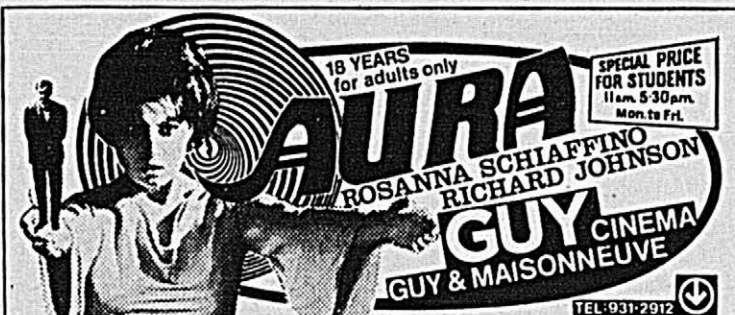
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LETTERS...

Continued from page 5

student criticism over five years of the non-progressive curriculum would be outwardly telling the French-Canadian segment of the province that they were not in favor of the noble CEGEP plan, even though H-H-F had more than honorable intentions.) Oliver is worried about real sociological relations, H-H-F are worried about qualitative factors (education-wise) involved in these relations.

It seems both sides are raising straw-bogeymen. H-H-F are playing unintentional-school students toward accepting an extra year of education; Oliver with the discontent of French-Canadians who might say the English want to retain their BA minus one year of business advantage.

(1) The Parent Commission is not primarily concerned with either bogeymen, taking for granted that both sides did not inwardly intend to raise them.

P. 165 Vol 2. "...secondary education should not extend over too long a period;

otherwise it uselessly delays the student's progress... The student, however, is not ready to embark on specialized higher studies before reaching the age of eighteen or even nineteen."

Agreed that the Royal Commission desires standardization of pre-university training within the province, but where is Oliver's fear that the English will not be regarded "with it". Where is the English student's fear that the whole CEGEP plan is a conspiracy to retard the English language educational system so that the French-language system can catch up.

(2) P. 176. "On the English side there must be created at the stage intermediate between high school and college, both a level of studies and a physical plant to teach them in. On the French side, far-reaching consolidation and reorganization."

The student Senators' motion to cut post-CEGEP training to two years naturally implies that for some reason, it is accepted by students that that is the way it should be if the critical university principle is not implemented. If the critical university concept is going to blot out the critical education concept, then forget about it. If Hy-

man wants to retain the fifteen year educational system instead of an unreformed sixteen system, then certainly, he is accepting the fact that it is the best of all possible systems (the length of time, not the quality being the criterion for evaluation). Even though Oliver would straightway pull out the French-English antagonism routine, even Alphonse Parent, whose Bible must be deemed progressive, would say "phoo" to H-H-F for taking a counterrevolutionary, socially conditioned stand on the matter.

It must be admitted that the administration has most of the cards on their side. They are working with the myth of automatic reform, that is, since 1969-70 will see certain structural changes at McGill, certain internal reforms will occur of necessity and even automatically without too much soul searching on our part.

The student senators came off worst of all. They seem to sound like the pioneering surgeons who make sanitation a goal. But the administration keeps saying "what is the use of installing indoor toilets in the Bastille if July 14 is coming."

Lazar Sarna
BA 4

Draws the line at five years

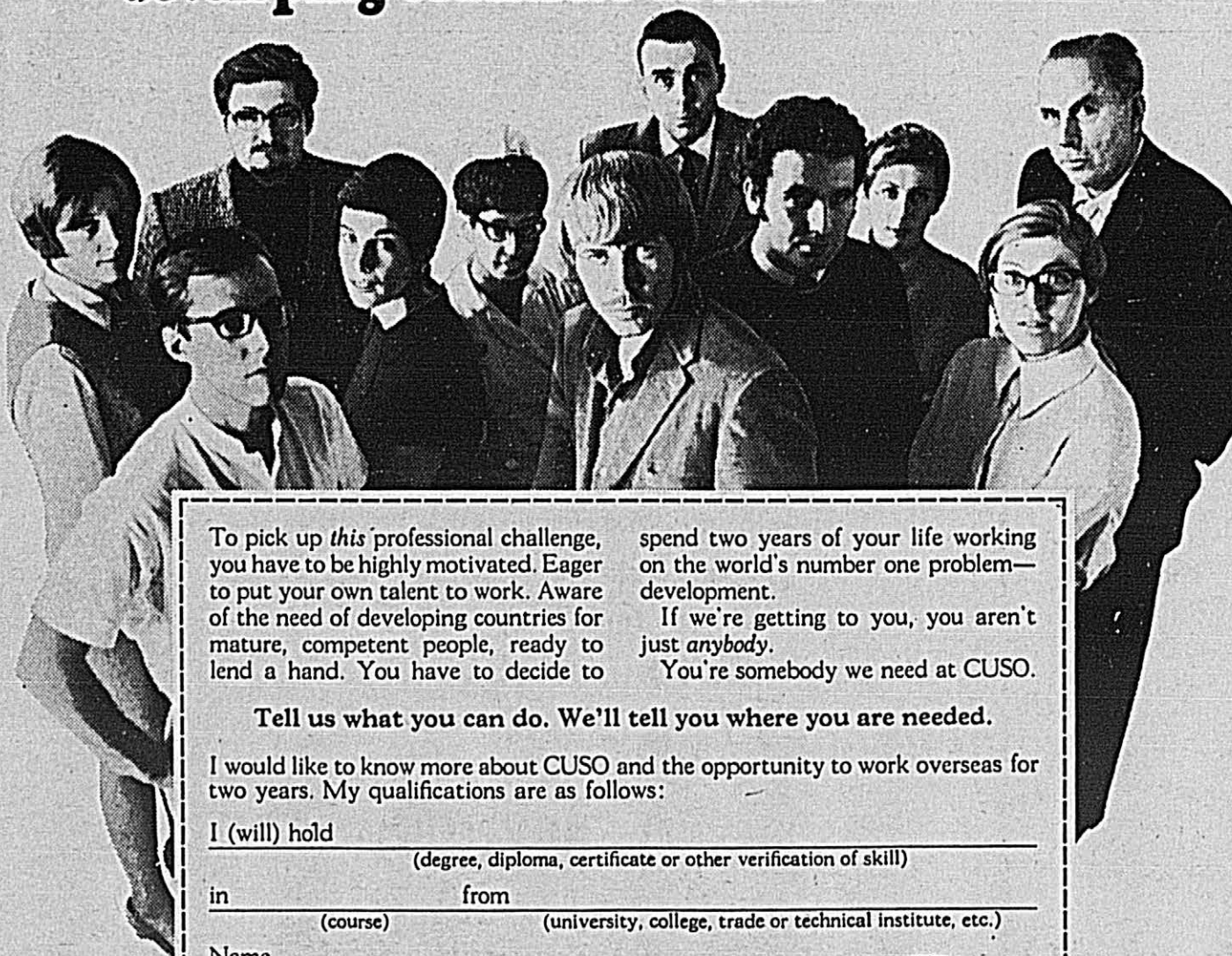
Sir:

Professor Bracken has pointed out a serious problem concerning the CEGEPs. I myself will have to seriously consider the question of the English CEGEPs as it may yet affect me. But before you, I, or anyone can decide whether to support them or not we must wait for the facts and even then not make hasty decisions which our followers in high school will suffer for. I for one do not want a five-year system and from what we've been hearing about CEGEPs (mostly from the DAILY) the English CEGEPs must be run by a different Government (it isn't) or the McGill Daily is supporting one CEGEP while opposing another. I'm sure I and 99.9% of McGill's First year students want to graduate in 72, not 73.

Donald Chan BSc. 1
Class of 72 not 73.

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SFU students say:

'Chains until change'

BURNABY (CUP) — Simon Fraser University students seized the school's administration building for the second time in as many weeks Wednesday in a protest over university admission policy.

The seizure came after the SFU Senate met Wednesday night in special session with 300 student observers to discuss student demands.

The demands were set Thursday (Nov. 14) when 500 British Columbia University students oc-

cupied the SFU registrar's office for a day.

They included:

- Freedom of transfer and automatic acceptance of credits within the provincial educational system

- The opening of all registrar's files

- More money for education and equitable financing for all post-secondary institutions.

When the senate rejected the

student demands, the 300 students walked out, held an emergency meeting and decided to seize the administration building.

The occupiers have sealed off all entrances with filing cabinets and chains. They open the front doors for five minutes every hour for through traffic.

The Senate, in rejecting the demands, offered to set up a committee to review the admissions situation. The students did not ever bother to discuss the committee proposal.

Canadian Union of Students President-elect Martin Loney, now on the SFU campus, said: "What happened in effect is that the Senate dismissed the four demands out of hand and then, having forced the students to militant action, proceeded to discuss the possibilities of compromise."

The occupiers say they will not leave the building until their demands are met.

Strax

Continued from page 3

next time he violated the injunction.

According to testimony by a UNB student, W. Fallis, Strax came into the union on November 11 and talked quietly with a few people for 15 minutes. Under



This is Madeline Cathcart, one of the five Engineering princesses this year. Voting for Engineering Queen takes place next Friday in conjunction with the Engineering Fall Informal. Pictures of the other princesses will appear, one each day, next week.

cross-examination he said he had seen no disturbance or anything resembling political activity while Strax was there.

"What I was sentenced for today was having a cup of coffee in the student centre," said Strax.

"It's incredible that this could happen even when the injunction is technically wrong."

Strax is still awaiting a hearing on a suit he has brought against the university to have the injunction withdrawn.

The nuclear physicist said he ignored the injunction the second time "because six of my supporters were in jail and I felt it wasn't fair that they should be when I wasn't." The six he referred to were students busted by Fredericton cops two weeks ago in Liberation 130.

Going to jail is one way Strax hopes to draw attention to the "faults of a system which would allow such injunctions, even to the point of making them permanent."

The suit alleges Strax broke university regulations and "incited" students to break the same regulations.

Strax is now behind bars at York County jail.

ERRATUM

Daniel Luchins, listing in yesterday's Daily as running for Students' Council seats in Arts and in Science is a candidate for Science only.

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McKissick . . . Continued from page 3

ed, for census purposes, as "three-fifths of a man", and is treated as little more in today's society. (McKissick has written a book, to be published soon, with the title *Two Thirds of a Man*).

McKissick went on to say that "Most black people are not trying to be white, know that they can never be white, and do not want to be white. No worse fate could befall me than to wake up tomorrow white."

Speaking on black capitalism and separatism he said, "No one ever complained about the Chinese-Americans getting control of the Chinese restaurants", but when the Afro-Americans try to establish an Afro-American economic community, it meets with more resistance.

McKissick said, "whites own most of Harlem, and with Nixon that will not change. Nixon cannot be worse than Johnson; there is not much difference between them; neither one ever did anything for the black man."

McKissick looked forward to a multi-party system in the United States, saying that such a system was needed as the two-party system does not allow enough latitude to cope with the problems confronting it.

Turning to the war in Viet Nam, he said that it was not going to be won, and that the Viet Cong, would eventually "whip hell" out of the puppet government in South Viet Nam.

He said that "black people have to make it with what they got — and the power to destroy is a hell of a power."

McKissick was followed by Dirkus Owusu, a 25 year old member of the Radical Black Eagles in Britain. Owusu described himself as a "black revolutionary".

He is a Law graduate of the University of London, and a delegate to the Black Writers' Congress at McGill in October.

The Englishman, he said, is "the original racist", and black slavery is a British invention.

Black people in Britain, he said, "are in a position to challenge the very existence of white society."

Non-violence, he added is no solution. "Cecil Rhodes did not come to Africa singing 'We Shall Overcome', he came with guns".

He called for total separation of black and white within the United States, and said that blacks should be given the more industrialized states because they were developed with black labor.

Black people in Britain, he charged, are being exploited economically by the whites, particularly the Jews.

A wholly black society would be non-capitalistic, he added. "Africa never had one instance of capitalism until the white man".

If there is capitalism in a black society, he said it is because of the white man's influence, and "we will deal with him."

Both speakers were part of the last day of the Hillel-Debating Union sponsored teach-in on racism.

Four days not enough**Teach-in should not end**

by BRIAN TANNENBAUM

Panelists participating in last night's final session of the Teach-in on Racism, entitled "Black America — Where Do We Go From Here?", resolved primarily that racism is a problem of white America and the onus for social change lies with the white Americans.

Dr. Barbara Jones, of the McGill Department of Genetics, maintained that white America includes white Canada.

"Canada is just a branch plant of the U.S.," she said, "We are dealing with the same problems as in the United States."

She said that if Trudeau's "Just Society" is to be realized, Canadians will have to stop pretending that they are different from Americans; for indeed they are not and the problems are the same.

Dr. Arvarh Strickland of Chicago said there is no single way to solve the racial problem and that blacks should be trying a wide variety of methods.

He was encouraged by the efforts of black high school students to obtain black teachers and courses in black history.

With regard to the current white student revolt, he said that he was glad to see white students following black students who, he maintained, led the way.

In an earnest presentation, Floyd McKissick, former head of the Congress of Racial Equality, commented on the sickness of the white psychology. Whites, he said, cannot reverse racism, even though they know it is wrong, and that they also know that Black Power is justified.

McKissick stated, "I ain't no negro. Negro means someone you use and own." A negro is a black man trying to be white.

He further stated that the education system in America is "no good". He specifically advised

whites to read the works of black writers such as Franz Fanon.

The blacks, he said, want liberation — "and there's a hell of a difference between freedom and liberation."

The session and the teach-in ended with McKissick pointing out that this very important problem of race relations was not given enough consideration by universities such as McGill. Although it was well spent, four days out of the year certainly were not enough time to spend on so vital a subject.

Computer to answer Board of Governors

The Housing Committee will conduct a survey of housing suitability today to obtain statistics with which to convince the Board of Governors to appropriate money for a student-run co-op.

In order to finance the proposed 300-person co-op, approved by Council two weeks ago, the Committee must convince the Governors to divert a million and a half dollars, now tied up in commercial concerns, to the co-op, by showing its economic feasibility.

To demonstrate that the project is a "sure thing", they must show that there are at least 300 students who need better and cheaper accommodations than are now available in the ghetto.

The survey will investigate where and how students now live, commuting and price factors, and living preferences.

The data will be coordinated by computer and fed to the Governors on Monday.

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Appeal denied

Cleaver gets fire years

SAN FRANCISCO (CUP) — Eldridge Cleaver will spend the next five years behind bars.

The California Supreme Court Wednesday refused to hear an appeal from the Black Panther minister of information to have the Supreme Court revoke a lower court decision to end his two-year parole from state prison.

Cleaver was arrested April 6 following a shooting incident between Oakland police and Black Panthers in which Panther Bobby Hutton was killed by the cops.

Cleaver and two cops were wounded in the gun battle.

The California Adult Authority revoked Cleaver's parole after the incident and returned him to the California Prison Medical Centre.

He was to serve the remainder of a 13-year term imposed on him for his Los Angeles conviction in 1958 on two counts of assault with attempt to murder.

Cleaver was released when Judge Raymond Sherwin of Solano County Superior Court overruled

the Adult Authority and said Cleaver was being held a political prisoner.

The State District Court of Appeal then proceeded to overrule Judge Sherwin.

Cleaver's lawyer, Charles Garry, says he will appeal the latest ruling to the United States Supreme Court.

SOCIOLOGY STUDENTS UNION

There will be an informal student-faculty discussion today 10 am—4 pm, to be followed by a mass meeting of all Sociology Students Union.



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SANDWICH THEATRE

The McGill Players present auditions for EVERYMAN, a medieval morality play, and the most famous of its type, today, November 22, in B23 of the Union; from 3-5 pm.

COMMITTEE FOR SOCIAL JUSTICE IN THE MIDDLE EAST

As part of its program this year the committee presents M. S. Arnoni, editor of the progressive magazine "Minority of One", who has recently returned from a visit to the Middle East. Mr. Arnoni will speak on "Israel, Imperialism and the Left". Union Ballroom Monday Nov. 25 at 8 pm.

AGEF

There will be an important meeting of all students studying French to discuss action to be taken after the recent meeting with faculty representatives.

Today 1 pm Union 111.

FILM

As part of the ISA Festival, "La Guerre est finie", will be presented Saturday in L132 at 8 pm. Admission 75 cents.

DIALOGUE 30

Electronic Music will be presented by Dialogue 30 on Tuesday next from 1.15 pm till 1.45 pm in L132. Admission free.

This music composed by Professor Paul Pedersen of the McGill Faculty of Music is set to a series of coloured slides of prints by the Toronto artist Saul Field, depicting Old Testament Themes, reflecting the artist's impressions of Biblical Themes.

THE MCGILL PLAYERS

From November 27 through November 30, the McGill Players will be presenting their first full-length musical comedy, Little Mary Sunshine, by Rick Besoyan. Little Mary Sunshine is a gentle spoof of the standard techniques of old operettas and early Broadway musicals, as well as of the Jeannette McDonald-Nelson Eddy school of entertainment.

The production is directed by Peter Subers, and stars Sharry Flett and Alex Tyssiak as Little Mary and Captain Jim, respectively. The four performances will be presented at 8:30 in the Union Theatre.

Tickets may be purchased either at the box office or at the door, and students will be admitted for only \$1.00 on opening night.

MAJOR ACTIVITIES BUDGET MEETING

There will be a meeting Monday November 25 in Union 327 at 7 pm for the signing officers and Presidents (or chairmen) of the following major activities: Winter Carnival, the Daily, Radio McGill, the Debating Union, Red and White Revue, Film Society and Old McGill.

Final Year Students

Students interested in investigating prospects of professional training in public accounting, leading to qualification as a CHARTERED ACCOUNTANT, are invited to discuss career opportunities.

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NOV. 26 & DEC. 2

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Norm Lord challenges netminders

Hockey Redmen tackle Laval

by IAN URQUHART

The hockey Redmen are experimenting again at their traditional weak spot, goal, and may start Norm Lord, a newcomer to the team this week, in the nets when they play Laval at Quebec City tonight.

Lord, a first year law student, would replace Dave Craig, whose poor performance at Queen's last week was the main reason for the lopsided 8-4 victory the Gaels scored over the Redmen.

Craig stopped only 15 of 23 shots fired his way, while his counterpart for Queen's let in a miserly 4 of 46 shots.

McGill coach Brian Gilmour describes his new goalie as possessing fast reflexes and a good glove hand. But Lord is out of shape, having arrived on the scene so late, and Gilmour may have to go with Craig again.

Craig had a good week of practice, according to Gilmour, as the presence of a rival spurred him on. Perhaps last Friday was just a fluke.

The only other major change in the Redmen lineup could be at right-wing on Skippy Kerner's line, where John Tibbits, who has been unable to practise all week because of illness, may be replaced by Jim Kinahan.

Otherwise, the forward lines are set, including the Mike Stacy, Peter Burgess, George Kemp line, which has accounted for half the team's ten goals to date. Ken Ross has established himself as Rod McCarthy's defence partner, relegating Roger Oulette to the bench as fifth defenceman.

Gilmour expects Ross and defenceman George Hamilton to continue the heavy hitting they employed against Queen's, and wants more body-checking from the third line, especially left-winger Brit Doherty. The Redmen will have to hit the free-skating Laval team, as they can-

not hope to match the Frenchmen's speed.

The Rouge et Or of Laval emphasize offence, and as a result they often forget hockey is a two-way game. Their defensive record was the second poorest in the OQAA last year (McGill's was the worst) as they let in almost six goals a game while finishing a sluggish sixth in the standings.

Laval opened this season with an 8-3 decision over Carleton, which figures to battle fellow newcomer Ottawa for the basement of the Eastern Section. Tonight's game will be Laval's only home encounter with McGill; the two teams meet twice more here.

Laval's attack will be led by the OQAA's eighth and ninth leading scorers last season, centre Guy Morel and Left-wing Normand Cote. Morel had 12 goals and 19 assists for 31 points. Cote had 15 and 14 for 29 points.

Aside from their obvious scoring ability, the two are rather unusual in that they are not in Laval's PhysEd school. 16 of the 20 players on the Rouge et Or roster are in PhysEd.

Cote won the Laval MVP trophy and made the OQAA second all-star team at left-wing.

Two other returning centres, Jean Rioux and Gilles Berube,

scored 21 and 16 points respectively last year and give Laval enviable depth up the middle. In addition, both weigh 200 pounds. But the wings that will join these centres are all new, with the exception of Cote, and may be dead-weight.

On defence, stocky (five-eleven, 200 pounds) Alain Bergeron should keep the McGill forwards honest, but he should also give them ample opportunity to practice their power play. He collected 80 minutes in penalties in 14 games last year.

Tonight is a crucial test for the Redmen as they try to prove to both themselves and a skeptical campus that they are indeed legitimate contenders for first place in the Eastern Section. It's a tough assignment as Quebec City is an unfriendly place for visiting teams, and if Laval scores early the noisy fans may urge the Rouge et Or on to a romp.

Gilmour is confident, as usual.

waa sports day

More than 250 athletes on 22 different teams will be competing in six different sports here at McGill tomorrow. The occasion — the first of three scheduled Sports Days for the year.

The WAA is playing host to six teams from Queen's and eight teams from Macdonald, who will be competing in everything from badminton to ice hockey.

The pace at the Currie will be fast and furious all day. The lady hoopsters will get the ball rolling at 9.00 am in the West Gym. Meanwhile badminton birds will be flying in the East Gym. The ladies with the raquets will relinquish their space to the volleyball players at 11.30. Set ups, scintillating spikes, and smashing serves will amaze spectators in the East Gym until 3 pm.

If the excitement and tension are too much, you can meander over to the West Gym

and marvel at the grace and control of the gymnasts taking part in a workshop under the direction of Quebec Coach Valerie Nye.

Deep within the confines of RVC the lady archers will set their mark at 10.30 in the morning.

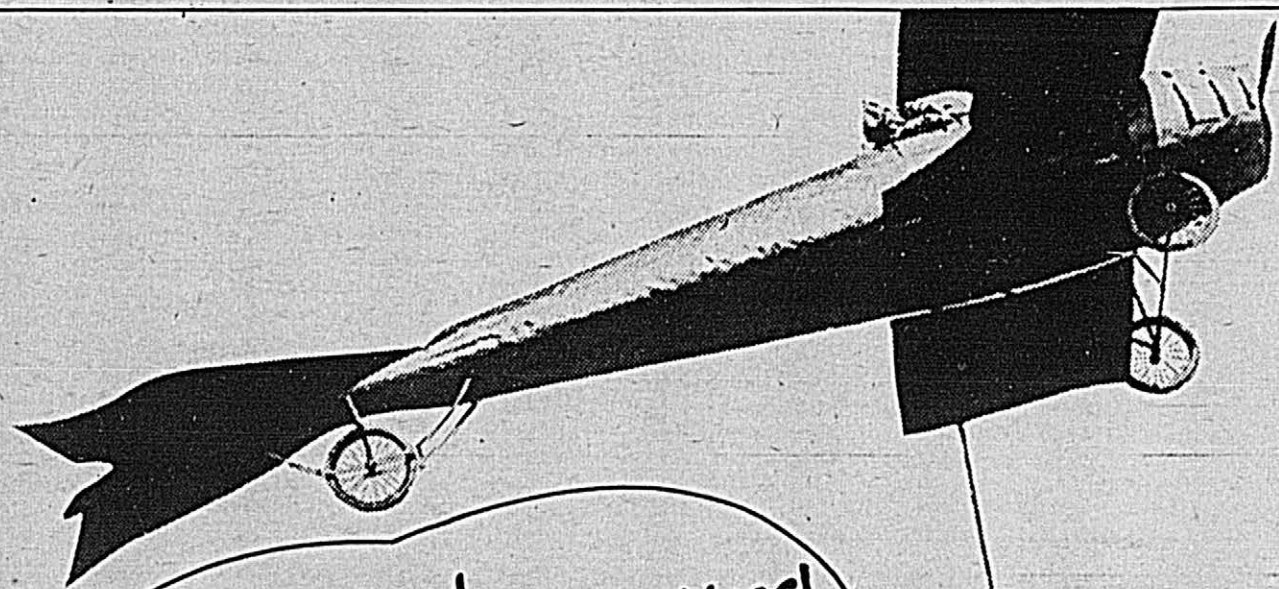
Up on the hill the Pink Pucksters will be getting their first taste of what is in store for them in W.I.A.U. competition as they face off against their Queen's counterparts at 2.00 pm in the Winter Stadium.

Time Schedule Of Events

Archery RVC 10.30 am
Badminton Currie East Gym 9-11.30 am
Basketball Currie West Gym 9-1.30 pm
Volleyball Currie East Gym 11.30-3.00 pm
Gymnastics Currie West Gym 2-3.30 pm
Ice Hockey Winter Stadium 2-3.30 pm.

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Basketball Redmen start season

Fraid, Wessel question marks as squad travels to Quebec

by IRA TURETSKY

In the last week, I have discovered that basketball teams have ethereal quality that had heretofore escaped my notice. This year's edition of the Redmen seem to have had a half life of about three weeks.

As the team prepared for its first league game against Laval tomorrow, it was struck by the loss of two key players. Firstly, Jack Wessel, last year's MVP, described as the "one player we can't afford to lose", has apparently quit the team. Although closed, Wessel has been conspicuous by his absence.

The second disaster is the ineligibility of Steve Fraid. Fraid was the leading rebounder on last year's squad, and had become the team's spiritual leader this year.

It appears that Fraid, who graduated last year, can find no

degree granting course in which to enroll, and is therefore a partial student. Unless something very unlikely occurs soon, Fraid will be lost to the Redmen.

All of this has left Coach Mooney with but a skeleton of the team which was rated a favorite in the OQAA. Right now, he has only two members of last year's team left. These two, Sam Wimsner and Dave Leibson will have to come up with their finest season if the Redmen are to remain a threat.

Two other players have also acquired a new importance. Andy Orris, a forward, has been coming along well, and he appears to be likely to assume Fraid's starting position. Jerry Trager, a guard has also impressed the coach with his hustle and playmaking. However, neither Trager nor Orris has played intercolle-

giate ball in the last year. This inexperience is bound to hurt, at least at the beginning of the season.

Fortunately for Coach Mooney, and for Redmen fans, all is not lost. The presence of Nasko Golomeev and Pierre Brodeur make the Redmen a force to be reckoned with. These two players must now assume a more dominant roll, and there is certainly no doubt that they have the ability to do so. What is unfortunate is the fact that they will not have time to gradually work their way into the team.

In the first game of the season, Golomeev led the Redmen scorers with 24 points and Brodeur was next with 18. Now, it would seem that these two will have to score at least 60 points per game between them. Another feature of the first game was that with the other team forced to double up on Golomeev, the other players were open for shots. Fortunately for the Redmen, this is still a strong point. Wimsner and Leibson, among others, have always been exceptionally fine shooters.

At this time, the loss of Wessel and Fraid leaves the Redmen with a distinct lack of depth. This of course, means that the other players will have to work that much harder. One factor that favors the team is that the first two games are against Laval and U de M, traditionally inept teams. This will give the Redmen two games to adjust to their manpower deficiency, before they play Carleton in the home opener next Friday.

As regards tomorrow's encounter with Laval and the referees in Québec City, the Redmen should win. Laval lost their opener to University of Ottawa, and they didn't appear to have very much. However, the Redmen have never been a strong road team, and the Laval gym has been a particularly inhospitable stopping over point. Last year's team was a case in point. We played them here and won by over 50 points, and the very next day barely eked out a three point victory.

Cazzie the Greek, after a brief fling on the court has returned to what he does best, making book. Before the loss of Fraid and Wessel, he had installed the Redmen as 17 points favorites, but added that it could also have been 70, with the court as the main factor. The odds will obviously have to be revised, but the Redmen must remain the favorites. The same situation is true of the game at U de M on a court where Red and White years have been less than scintillating.

It would appear that these two games will make or break the team. If the Redmen can come through with two strong efforts, the team will probably jell and gain momentum. This could carry them on to defeat Carleton on the 29th. If not? Well it could have been a beautiful year.

Roscoe likes hoopsters by five, may be by more

by ROSCOE THE POLACK

If I were you, I'd bet every penny I have that the Redmen hoopsters are gonna beat Laval tonight by at least five. But don't wager anything on the Redmen hockey team this weekend.

Tom Mooney takes his quintet to Quebec City for the first game of the team's regular season and what should be their first win. When it comes to basketball, Laval just doesn't make it, and the Redmen are the best in their division.

True, the Rouge et Or will have bush-league hometown refs,

screaming fans who keep calling for bodychecks and stuff like that (they're pretty strange) and familiarity with the subtleties of their lousy court.

And the Redmen will be without Steve Fraid, who was suddenly declared ineligible for senior varsity action this year, and, still worse, Jackie (The Weasel) Wessel, whom Mooney has benched because of (what else?) an attitude problem.

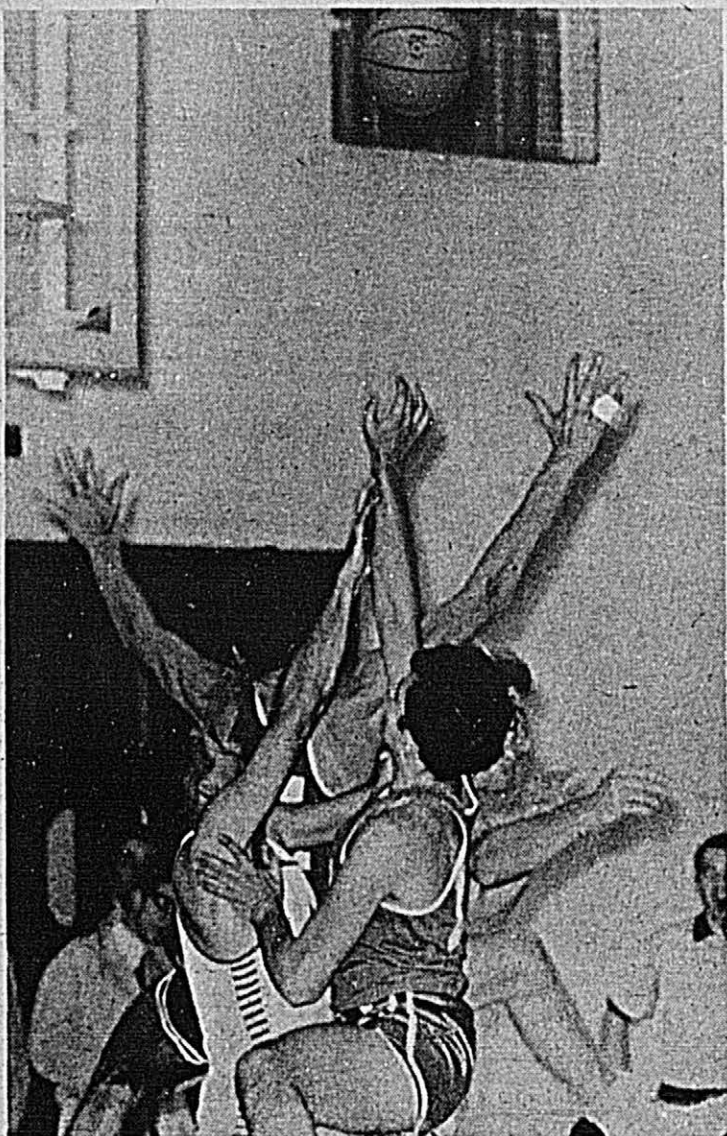
Now, I'm in a real spot here. I know the Redmen will have trouble winning without Wessel, even against Laval. And I know Mooney likes to win. So there's a possibility Wessel may be with the team when they take the floor.

But Mooney would love to cross me up. If I say Wessel will play, he'll leave him at home just to destroy my credibility. If I say Wessel is out, Mooney may bring him along because he wants to win.

Anyway, in this business, when in doubt, be pessimistic (and, heh, heh, send a spy to watch who gets on the train with the Redmen so I can always adjust the spread back at the shop). So it looks like the Redmen by five; if Wessel plays, the Redmen by eight.

But whatever the spread, forget about a Laval win. That collection of sideshow freaks couldn't beat the Daily five, let alone a quintet which includes Nasko Golomeev (oh, why doesn't he change his name to Smith?) and Pierre Brodeur.

So I'm gonna stretch my neck and say the Redmen will take Laval by five points. But I wouldn't be surprised if they were given a scare before pulling it out.



photos by PAUL CHEFURKA

SQUISH: Mike Aneckstein (dark uniform, foreground) of the Redmen basketball team, blocks out a member of the West End Athletic Club by cleverly jamming his thumb into the poor slob's armpit. Aneckstein's teammate (background) is the notorious Nasco Golomeev, the Bulgarian Bulk. The Redmen open their regular season tonight in Laval.

ROSCOE RULES

Beginning with this issue, the Daily will carry predictions on the results of senior varsity athletics by Roscoe the Polack, famed underground hero and smalltime bookie. The articles will appear whenever Roscoe feels like it. Says Roscoe: "If you think I'm going down to the printers every night to do this crap you're out of your minds, Segal, Jaffe and Turetsky."



GO GO GOLOMEEV: Bulgaria's contribution to the Redmen, Nasko Golomeev, comes down with the ball prior to scoring two big ones. Hoepfully this will be a common occurence this year.